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ABSTRACT

UNDER CONTRACT TO THE CHICAGO PUBLIC SCHOOLS, THE COOPERATIVE EDUCATIONAL RESEARCH LABORATORY, INC. (CERLI) CONDUCTED A PROGRAM FOR TRAINING INSERVICE LEADERS FROM FEBRUARY 10 THROUGH MARCH 21, 1969. THIS PROGRAM ACHIEVED THE DUAL PURPOSE OF TRAINING CHICAGO PUBLIC SCHOOLS' PERSONNEL AND OF PILOT-TESTING CERLI'S PRIMARY DEVELOPMENTAL ACTIVITY--THE TRAINING PROGRAM "SPECIALIST IN CONTINUING EDUCATION" (SCE). THIS REPORT DESCRIBES THE 6-WEEK PROGRAM, PRESENTS A DATA ANALYSIS OF ITS IMMEDIATE IMPACT, AND BRIEFLY DISCUSSES THE FINDINGS AND LIMITATIONS OF THE PROGRAM. THE DEVELOPMENTAL NATURE OF THE SCE PROGRAM AND THE CURTAILMENT OF CERLI'S ACTIVITIES PRECLUDED THE COLLECTION AND USE OF FOLLOWUP DATA ABOUT THIS AND PREVIOUS TRAINING PROGRAMS. CONSEQUENTLY, NO VALID EVALUATION OF THE LONG-RANGE IMPACT OF THE TRAINING WAS SUBMITTED. (AUTHOR/DE)

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ASSESSMENT of the CERLI TRAINING PROGRAM

SPECIALIST in CONTINUING EDUCATION (SCE)

for

CHICAGO PUBLIC SCHOOLS

February 10 - March 21, 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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June, 1969

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Introduction

Under contract to the Chicago Public Schools, the Cooperative Educational Research Laboratory, Inc. (CERLI) conducted a program for training inservice leaders from February 10 through March 21, 1969.

This program effected the dual purpose of training Chicago Public Schools' personnel and of pilot-testing CERLI's primary developmental activity -- Program I: Specialist in Continuing Education (SCE).

In this report, we describe the six-weeks' program, present a data analysis of its immediate impact as measured by a set of paper and pencil instruments, and briefly discuss the findings and limitations of the program.

The developmental nature of the SCE program and the curtailment of CERLI's activities preclude the collection and use of follow-up data about this and previous training programs. Consequently, we cannot submit a valid evaluation of the long-range impact of the training at this time.

June, 1969

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I. THE TRAINING PROGRAM

Purpose

The CERLI staff conducted its SCE training program as a component of a project organized by the Chicago Public Schools. As stated in the Chicago Title III Inservice Training Proposal-1967, the primary objective of the project was "to develop an organizational structure that will promote a series of inservice training programs designed to provide administrators and teachers with interaction skills that will help them meet the demands of contemporary society." As stated in CERLI's "Preliminary Version of the Basic Program Plan: Program I: Specialist in Continuing Education-1968," the development of the role for a leader or Specialist defines the laboratory's primary mission.

Participants

In a weekly personnel bulletin sent to every public school in Chicago, available positions for six In-Service Education Staff Assistants (who would receive an increment) were announced. Qualifications included regular certification in a Chicago public school, a master's degree, a minimum of three years' experience, and a rating of "Excellent" or "Superior" designated by an immediate supervisor or principal. Any eligible professional could respond by submitting a letter of application.

A committee including the Project Director, the CERLI representative, a Department of Teacher Personnel representative, and two members of the Project Advisory Committee interviewed the

27 applicants. Among 20 trainees selected by the committee, five were considered ineligible for the position: two did not have master's degrees and three -- Human Relations Coordinators -- wished to utilize the training in their jobs as coordinators.

The 20 participants selected for the training program included eight elementary teachers, four Human Relations Coordinators, three high school teachers, two assistant principals, one speech development teacher, one master teacher, and one adjustment teacher. There were 10 men and 10 women ranging in age from 28-52 with the mean age being 39. Seventeen had master's degrees; three, bachelor's degrees. (One of the three was a Human Relations Coordinator who had not applied for the new position.)

Although one participant had been in her present position only one month prior to the program's beginning, another trainee had spent 17 years in the same job. Eight had held the same job during all their years of teaching. The average time spent in the present job was six and one half years. On the average, each trainee had been in the educational field for nearly 13 years with 25 and 5 years respectively representing the upper and lower extreme.

Concerning knowledge about the training program's substantive content, about half the participants indicated that they had read -- at least minimally -- about sensitivity training, group dynamics, interaction analysis, testing or test construction, and instructional objectives. Concerning actual experience with these substantive matters, five participants listed sensitivity training; four, group dynamics; two, Flanders Interaction Systems; two, test construction; and fourteen, instructional objectives.

Thus, we can generally regard these trainees as a highly educated group of young to middle-age professional educators somewhat familiar and/or experienced with the program's substantive components.

Initial Sessions

During the initial sessions (February 10-11), the participants were officially welcomed, introduced to the staff and given an overview of the program. At this time, the staff also collected data by administering questionnaires and pretests.

On Tuesday evening, the 20 participants and four members of the training staff went to Green Lake, Wisconsin where the training program was devoted to three days of Behavior Practice Groups sessions. The staff believed that this integral program activity could be most effectively conducted at a secluded site contrasting with the participants' everyday environment.

The Haven School Site

Beginning the second week, the training was conducted at the Haven School -- a four-story elementary school constructed in the late 1800's and located just souch of Chicago's Loop.

Although the third floor space and room allocated for the training seemed adequate, certain environmental conditions somewhat disrupted the program. The noise of elevated trains rumbling by every few minutes distracted the staff and trainees. Also, noise and vibrations from the fourth floor gymnasium during gym periods created acoustical problems. However, the fact that school regulations prohibited occupancy of the building after 3:00 p.m. and thus reduced the average training day to only 5 1/2 hours posed the most serious problem. The staff and all the participants considered this restricted length of time insufficient for a productive working day.

Programmed Activities

In lieu of reporting each day's activities (see Table 1 "Schedule for the Chicago Training Program"), we thought it more significant to describe what could be considered a typical day of training at the Haven School.

At 8:30 each morning, the staff and participants convened in three work groups consisting of one staff member and from six to seven trainees. During the three-hour work session (except for a coffee break), each group practiced or at least learned about various program skills by role-playing the SCE, discussing resources, and performing other activities of the Specialist in Continuing Education. This group work often was problem-oriented by introducing, role-playing and discussing a typical problem that might confront an SCE.

After lunch (11:30-12:30), either the morning activity would be continued or a general input session conducted. These input sessions dealt with explanations or group activities focusing one of the program's primary components: goal establishment, data collection, resources, etc. Occasionally a resource person would address the general session.

At approximately 2:30, either the work group activity or the general input session concluded and the final half hour of the day was reserved for the staff and participants to make the Daily Evaluation Report ("Brickbats and Bouquets") and to discuss and prepare for the following day's activities.

Concluding Week

On Wednesday, the 15 trainees (among whom six would be appointed In-Service Education Staff Assistants) were interviewed. (As noted on page 2, five of the 20 applicants selected by the committee for training were ineligible for appointment.) During the last two days of the training program, no specific activities were scheduled.

TABLE 1

SCHEDULE - CHICAGO TRAINING PROGRAM
First Week February 10-15

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY 1/2 day
AM	Welcome Review of Training Evaluation	Staff Planning Participants to Green Lake	Behavior Practice Group (BPG) Evaluation	BPG Intergroup Discussion	BPG BPG	BPG Brick-bats & Bou-quets
PM	Staff to Green Lake	Evaluation Informal Group Sessions	Independent Study BPG	Independent Study BPG	Independent Study Intergroup Discussion	
			Second Week Feb. 17-21			
AM	Evaluation Administration Briefing Work Team Formation	Goal Setting Group Activity	Seminar Practice	Seminar Practice	Seminar Practice	
PM	Overview of Program Administration & Planning (includes "Brickbats & Bouquets")	Analysis of Group Activity Administration & Planning	Goal Setting Administration & Planning	Goal Setting Administration & Planning	Goal Setting Administration & Planning Informal Social Activity	

SCHEDULE - CHICAGO TRAINING PROGRAM
Third Week February 24-28

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	Seminar Practice	Seminar Practice	Seminar Practice	Seminar Practice	Seminar Practice
PM	Data Collection Administration & Planning	Data Collection Human Resource Administration & Planning	Data Collection Administration & Planning	Independent Study Administration & Planning	Confrontation Administration & Planning Informal Social Activity

Fourth Week March 3-7

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	Seminar Practice Human Resource	Seminar Practice	Seminar Practice	Seminar Practice	Human Resources
PM	Confrontation Administration & Planning	Human Resource Administration & Planning	Role Description Administration & Planning	Search Area Administration & Planning	Independent Study Administration & Planning

SCHEDULE - CHICAGO TRAINING PROGRAM
Fifth Week March 10-14

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	XICOM	Group Process (at Ill. Beach State Park)	Group Process (at Ill. Beach State Park)	Seminar Practice Evaluation	Seminar Practice
PM	Administration & Planning	(through evening)		Human Resources Administration & Planning	Human Resources Administration & Planning
			Sixth Week March 17-21		
AM	Operational Design Evaluation	Operational Design	Interviews with Participants	No activities scheduled	No activities scheduled
PM	Operational Design	Administration & Planning			

II. DATA ANALYSIS

In order to assess the immediate impact of the training program, we revised and adapted a previously used battery of tests to the specific objectives of the Chicago training program.

These paper and pencil instruments included an achievement test, an attitudinal survey and a problem-solving exercise -- all administered as pre and post-tests. (Data from these three instruments was used by the Chicago Public Schools in selecting the six staff assistants.) The battery of tests also included a staff evaluation exercise, a participant evaluation exercise, a rating task and a daily evaluation form. None of the battery was a standardized psychological or educational instrument because -- to our knowledge -- no instrument directly assessing the specific skills, attitudes or cognitions that define a Specialist in Continuing Education has been published.

In this report, we base our assessment exclusively on data derived from the instruments described above. To consider this data valid, we must assume that the seven instruments accurately and comprehensively sampled particular types of behavior on the days that the instruments were used and thus reflect the true behavior of the individuals involved. However, the developmental nature of CERLI's SCE program and the fact that we did not have a comprehensive daily account of program activities nor could we collect long-range data render the validity of the analyzed data neither categorically acceptable nor rejectable.

1. Program Content Survey

The Program Content Survey (PCS) (See Appendix A) was designed to measure the amount of program-related cognitive material that the participants acquired during the training program. That participants' knowledge of program content would significantly increase between pre and post-testing and that the increase could be measured by this achievement test were postulated.

Although we had intended to field-test the PCS on a comparative sample and subsequently revise the instrument accordingly, the lack of time and resources during the last days of preparation precluded this important phase of test development.

Members of the CERLI Program I training staff constructed the multiple-choice questions testing material covered in the program. In order to clarify ambiguously worded items and to eliminate items not directly related to the Chicago program, four staff members took the test and only items reflecting at least three members' consentient responses were included in the scoring. In final form, the PCS randomly incorporated 8 questions on goals; 10 on data collection; 8 on confrontation; 9 on groups; 3 on resources. This distribution of items complemented the emphasis on these areas in the training program.

On the 1st. and the 24th. day of the program, we administered the single form of the PCS. To arrive at individual test scores, we totalled the number of correct responses. The fact that the trainees' post-test scores (mean = 23.4) were significantly higher ($t = 9.00$, $df = 18$, $p < .001$) than pre-test scores ($x = 16.1$) confirmed our original hypothesis about the potential increasing of participants' knowledge of program content. These results reflect an average increase of 7.3 questions answered correctly or a 45% gain in cognitive material. However, one should note that the practice gained by repeating the test may account for some of the increase in scores. That the post-test score (23.4) does not more closely approximate the optimal score (38) might be attributed to the participants' unfamiliarity with all the cognitive material or, conceivably, to the unrepresentativeness and/or ambiguity of certain test items. This discrepancy may indicate that the participants received the least amount of cognitive or theoretical input in confrontation or that the items assessing knowledge in this area might not have been appropriate.

By using the split half (odd-even) method and the Spearman-Brown formula, an estimate of the PCS's reliability was computed. This computation yielded a pre-test coefficient of .15 and a post-test coefficient of .38. Although these results indicate that the test's reliability was relatively low, we note that the findings do not imply that the test may not be useful. For example, Guilford states that "Tests with reliability coefficients as low as .35 have been found useful when utilized in batteries with other tests."[1]

We believe that if the PCS could have been pre-tested and revised before we used it in the program, a substantially higher reliability coefficient would have been attained.

We conclude that even though the PCS was not the refined content assessment we hoped it would be the data, which we regard as valid, provided evidence that participants had significantly gained in their knowledge of the cognitive input of the training program.

2. CERLI's Research Questionnaire

When it was administered, CERLI's Research Questionnaire (an attitudinal survey used in this program) was in its later developmental phase. Originally the instrument had been designed to assess attitudes toward educational phenomena, change process, evaluation and use of objective data in decision-making. The questionnaire also surveyed personality variables such as personality structuring, social relations, competitiveness, spontaneity, sensitivity to others, risk-taking and related characteristics.

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[1] J.P. Guilford, Fundamental Statistics in Psychology and Education, McGraw-Hill Book Co. N.Y., 1965.

From the most recent factor analysis of the data of this questionnaire, 10 factors have emerged. Among these ten, five were considered appropriate (a high degree of congruency existed between the attitudes purported to be assessed by the factors and the desired characteristics of the SCE) for use in the Chicago Training Program. Furthermore, these five factors generated a sufficient number of questions to provide a meaningful range of scores. (Table 2 shows the five factors and the items which -- according to the factor analytic techniques employed -- define each factor.)

TABLE 2: FACTOR ANALYZED ATTITUDINAL ITEMS

Factor I: Self Confidence

6. I often feel unsure of my own performance.

11. I often feel I am no good.

21. I am often self-conscious.

29. I often feel embarrassed if I have to do something different than the rest of the group.

30. I have a good deal of poise.

Factor II: Group Orientation

2. I think that group effort can accomplish more than individual effort.

13. I think work assignments should be done by committees rather than by individuals.

22. I think that group decisions are usually better than individual decisions.

32. I think working with groups is more enjoyable than working alone.

40. I like to work alone.

Factor III: Competition

7. I like activities in which I can test my skill against others.

19. I always play games to win.

26. I like a job in which competition is encouraged.

31. I am a very competitive person.

38. I like competitive persons.

Factor IV: Procrastination

9. I tend to procrastinate.

17. I try to solve problems as soon as they arise.

34. I tend to put aside problems that are difficult to solve.

36. I feel my life often tends to be chaotic and disorganized.

39. I usually finish what I start.

Factor IX: Educational Change

8. I would rather see more emphasis on the three "R's" than on new curriculum.

15. I get upset with changes in the established way of doing things.

23. I don't like change.

28. I do not think a teaching technique should be introduced in a public school until it has been well tested.

37. I think a school must generally preserve its traditions, philosophy and social customs despite innovations that are introduced.

When we administered CERLI's Research Questionnaire (see Appendix B) on the 1st. and the 22nd. day of the program, we instructed the trainees to check their degree of agreement or disagreement with each item on a 6-point scale ranging from "strongly disagree" (scoring value = 1 point) to "strongly disagree" (scoring value = 6 points). A trainee's score for each factor was arrived at by summing, or summing and subtracting for factors 1, 2 and 4 (each containing at least one negatively keyed item) the values for all items comprising that particular factor. Due to the statistical procedures involved in factor-analyzing the attitudinal items which the five factors include, the meaning of the numerical values for the respective factors differs. For example, higher raw scores attained for Factor 1 (Self-confidence) indicate a lower level of self-confidence. Thus, the post-test minus the pre-test difference of -.40 indicates a slight average increment in participants' level of self-confidence that represents an overall desirable attitude change in the group.

For Factor 2 (Group Orientation) higher raw scores and the obtained positive difference score denote a higher orientation toward groups and a movement in the desired direction.

Items constituting Factor 3 define a particular type of competition generally esteemed desirable in the SCE. The mean increment of +.90 for the training group indicates a slight increase in the post-test scores -- again suggesting an attitudinal change in the desired direction.

Factor 4 (Procrastination) contains items so phrased that higher raw scores denote a type of procrastinating attitudes or tendencies to put off certain activities or problems.

Thus the mean difference of +.50 between pre and post-test scores suggests that as a group the trainees tended to appear slightly less procrastinating at the end of the program -- the desirable attitudinal change.

Finally, higher raw scores received for Factor 9 (Educational Change) denote a negative attitude toward educational change. Thus, the mean difference of -.40 between pre and post-testing suggests a slightly positive change in the desired direction of being favorable to educational change.

Table 3 shows that while attitude changes on the five factors were all in the desired direction, none reached the .05 level of significance or that (as measured by this instrument) there were no appreciable changes in the group's level of self-confidence, degree of orientation to the group's level of competition, tendency to procrastinate, and attitude toward change in education.

Table 3: Means and t Values for Attitude Change Scores (Post minus Pre)

		Mean difference	df	t
I	Self Confidence	-.40	19	-.76
II	Group Oriented	+.90	19	1.28
III	Competition	+.90	19	1.42
IV	Procrastination	+.50	19	1.08
IX	Educational Change	-.40	19	-.54

3. Problem Approach Exercise

This problem-solving test (see Appendix C) was designed to test the hypothesis that between the pre and post-test administering of the instrument trainees would improve their ability to express and apply their understanding of such program-related concepts as goal establishment methodology, resource search methodology and data collection methodology to a hypothetical problem. By measuring the capacity to apply program content, the Problem Approach Exercise augmented the Program Content Survey (achievement test) that only assessed program content.

On the 3rd. and 22nd. days of the program, the following problem was presented to the participants:

> Assume that you are teaching in a high school where there has been a student power revolt. You have been given, by your principal, the responsibility of developing a program that is designed to effect better communication between the teacher and students.

In order to prevent scoring bias, we used "blind" procedures with the two scorers reading this test: the papers were not identified by name nor designated as pre or post-tests.

In solving this problem, participants dealt with three questions:

1. State four specific goals that you would set in developing this problem.
2. List relevant resources that you would consult to obtain information or help.

3. What data would you collect to determine whether or not each of the goals (stated in your answer to question 1) has been successfully reached?

Question 1:

This question was constructed to determine the extent that participants could state their goals operationally. Four points per goal were attainable provided that each goal contained an observable "learner" and "teacher" goal (1 point for each) and, in addition, stipulated the conditions under which the learner and teacher goals would occur (1 point for each set of conditions).

In establishing these criteria, we derived information from the input session tapes on goal establishment and from Mager's Preparing Instructional Objectives, a text each participant had been given.

Scores were derived by summing the points received on each respective goal.

The difference of 1.60 between the mean pre-test score of 2.30 and the mean post-test score of 3.90 was found statistically significant, as predicted, ($t = 2.85$, $df = 19$, $p < .01$, 1 tail). This finding indicates that (as measured by this instrument) during the program the trainees had substantially increased their ability to operationally define goals. That the post-test mean scores were relatively low (3.90 of 16 possible points for each participant) may be due to such factors as lack of sufficient opportunity for participants to practice operationally defining goals, to stringent criteria (the highest single score attained was 9) or a combination of these and other factors.

Question 2:

This question testing resource search methodology was constructed primarily to ascertain the variety of resources that participants would cite in dealing with the assigned problem. These categories of resources included individuals, groups of individuals (teachers or students within the schools), agencies or associations (e.g. NAACP), audio-visual materials, and professional and institutional guides or policies. One point was credited to each different kind of resource listed. The post-test mean of 2.80 different resources was significantly higher ($t = 1.78$, $df = 19$, $p < .05$, 1 tail) than the pre-test mean of 2.30.

Question 2 served the secondary purpose of determining participants' utilization of the search and resource concept by scoring the total resources listed. On this measure, the participants unexpectedly showed a mean decrease of 1.35 from the pre-test mean of 8.5 to the post-test mean of 7.35. Factors accounting for this decrement are not easily identified. That the participants improved in the utilization of different resources but not in the total number of resources cited is not necessarily incompatible with the emphasis of the training program since -- in search resource methodology -- a variety rather than mere quantity of resources is emphasized.

Question 3:

This question was constructed to ascertain participants' competence in data collection methodology. In order to receive the maximum of six points allotted to each of the four goals, a respondent's answer had to indicate that:

a) data was collected
b) a system actually was used to collect the data
c) the system was valid
d) the system was reliable and objective
e) the data was valid
f) the data was reliable and objective

Since each of the above criteria was worth one point, the possible score on this question was 24 points. The post-test mean of 15.50 points was not found significantly higher ($t = 1.16$, $df = 19$, $p < .15$, 1 tail) than the pre-test mean of 13.55 although the difference of 1.95 between the means indicates a favorable trend.

In summary -- as measured by the Problem Approach Exercise -- participants did demonstrate a significant increase in their capacity to state goals operationally and to use a variety of resources in dealing with a "practical problem". They also increased -- though not significantly -- their capacity to collect data regarding the attainment of their operationally stated goals.

4. Daily Evaluation Form

In its training program, CERLI has used the Daily Evaluation Form or "Brickbats and Bouquets" (see Appendix D) to collect data. This technique affords participants and staff an opportunity to express their reactions and feelings about a day's activities and thus provides an immediate feedback and evaluation. Collectively, responses to the 5 items on the Form provide information that constitutes an ongoing analysis of the program, an analysis of the program, and an analysis that the pre and post-instruments do not yield.

We tried to develop a taxonomy for the various comments rendered to each item and thus determine the thrust of these comments. However, because of their contextual nature and the fact that most of the categories initially were indistinct, only the categories of Program and Housekeeping could be defined. Responses concerning staff, participant and/or program activities were considered Program. Statements about the quality of food, external noise, insufficient chairs or tables, need for an elevator in the school, desire for a more modern classroom, and other purely extra-programatic matters were classified as Housekeeping.

Figures 1, 2, 3, 4 and 5 respectively plot the frequencies of "most meaningful", "least meaningful", "brickbats", "bouquets" and "suggestions" responses.

Initially, the Daily Evaluation Form was administered on Monday of the second week; and the group (staff and participants) reacted to the Behavior Practice Group Activities that they had experienced from Tuesday evening through Saturday morning the previous week. In Figures 3, 4 and 5, the horizontal dashes represent responses to items eliciting Bouquets, Brickbats and Suggestions. (Items designating "least" and "most" meaningful activities were not considered at this time.)

Because the daily form was not administered on Tuesday of the fifth week, Wednesday's comments included that two-day period. During the final or sixth week, participants filled out the form only on Tuesday and on that day they expressed general reactions to the entire training program as well as specific reactions to that day's experience.

Although interpreting this data is somewhat speculative, making certain assumptions does seem feasible. For example: the fact that the total of "most meaningful" responses exceeds the number of "least meaningful" responses and the preponderance of bouquets rather than brickbats could connote a basic index of group satisfaction with the day's events.

Of the 537 remarks constituting the sum of "most" and "least" meaningful responses, 75.4% (405) cited "most meaningful" activities. (By comparing Figures 1 and 2, this proportionate distribution can be noted.) The greater number of bouquets (319) or 64% of the sum of bouquets and brickbats (498) also substantiates our assumption about group satisfaction. (Compare Figures 3 and 4.)

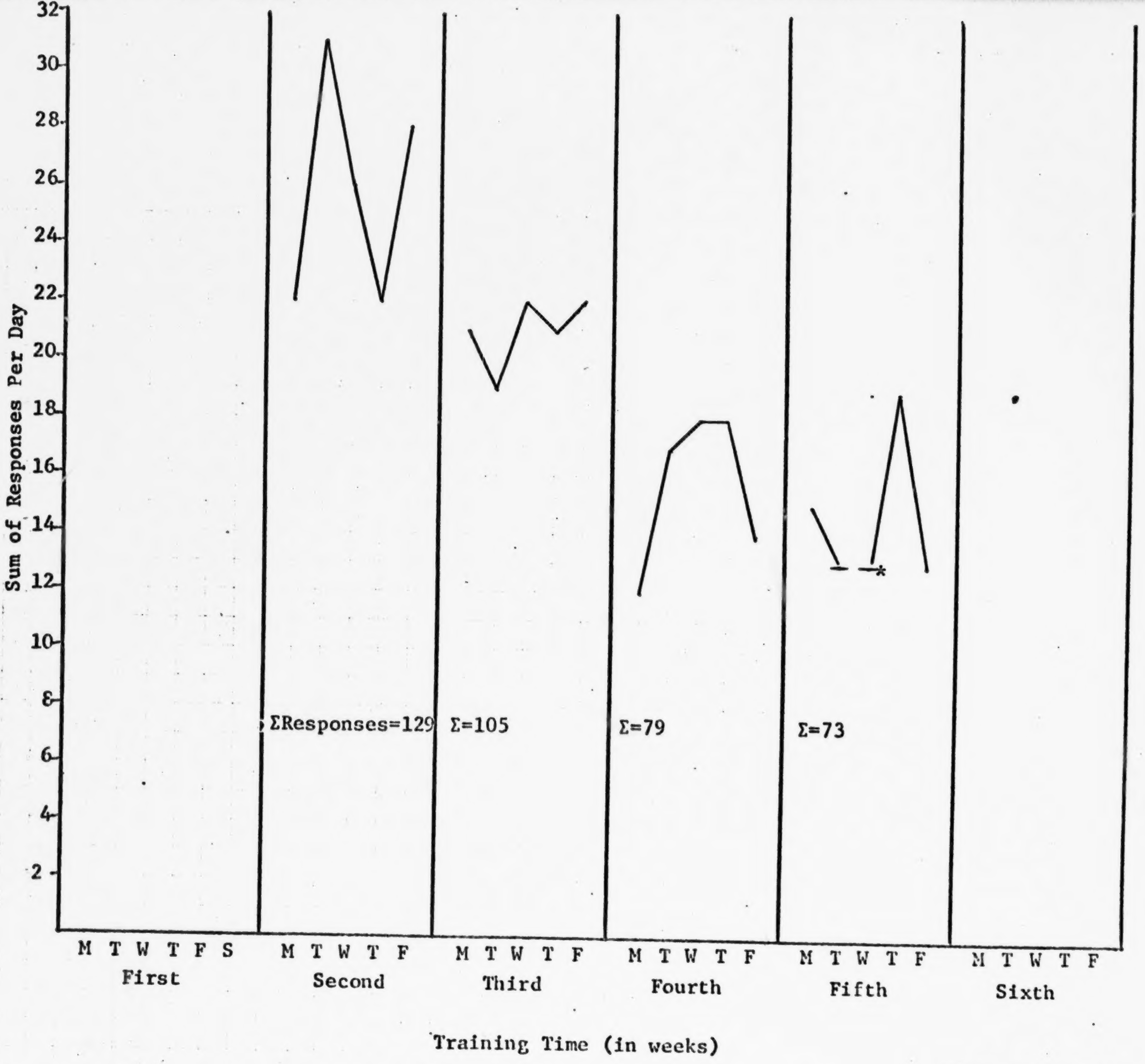
Figure 1

Frequency of

"Most Meaningful"

Responses as a

Function of Time



*Mean responses
for 2 or more days

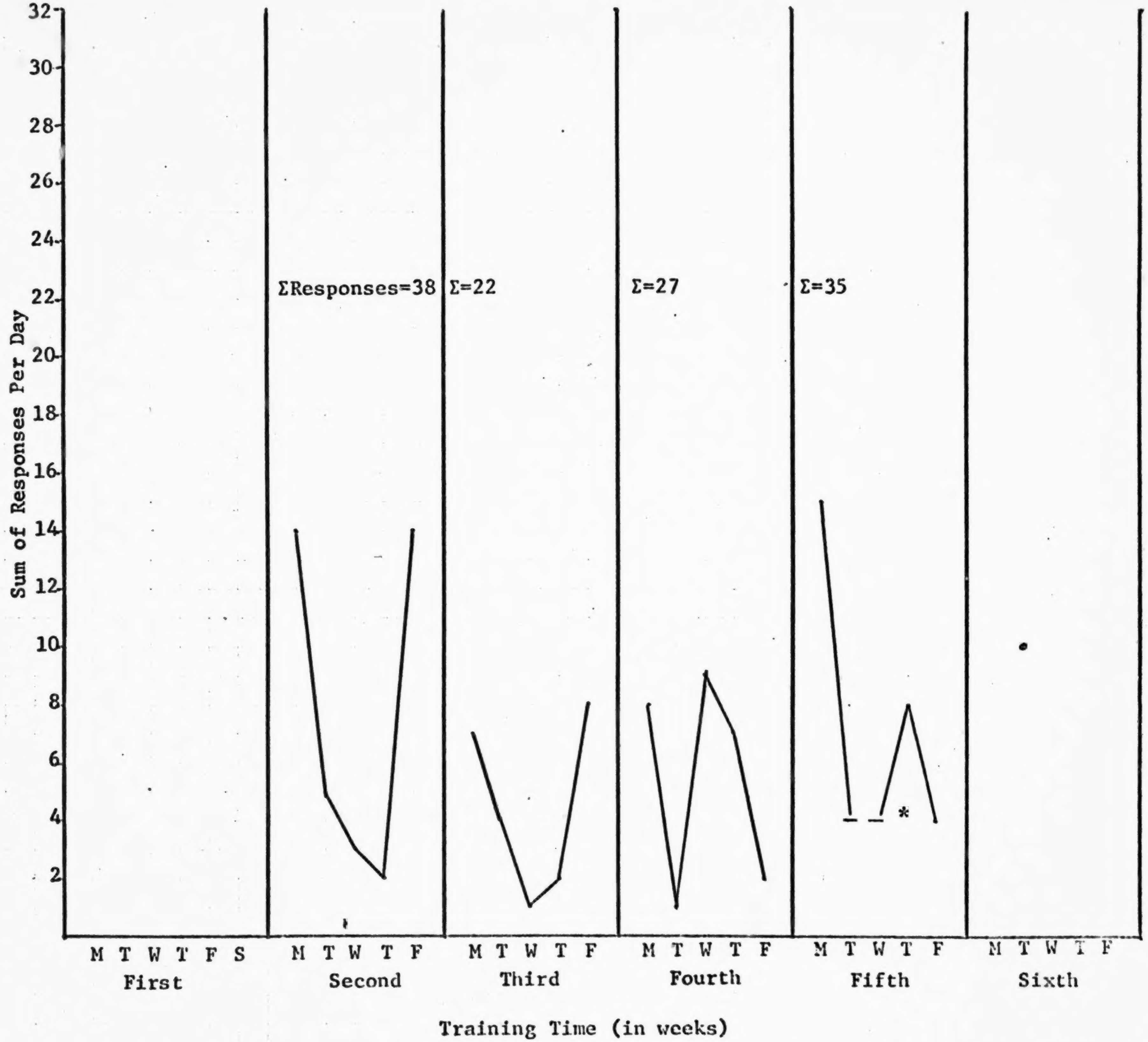
Figure 2

Frequency of

"Least Meaningful"

Responses as a

Function of Time



*Mean Responses
for 2 or more days

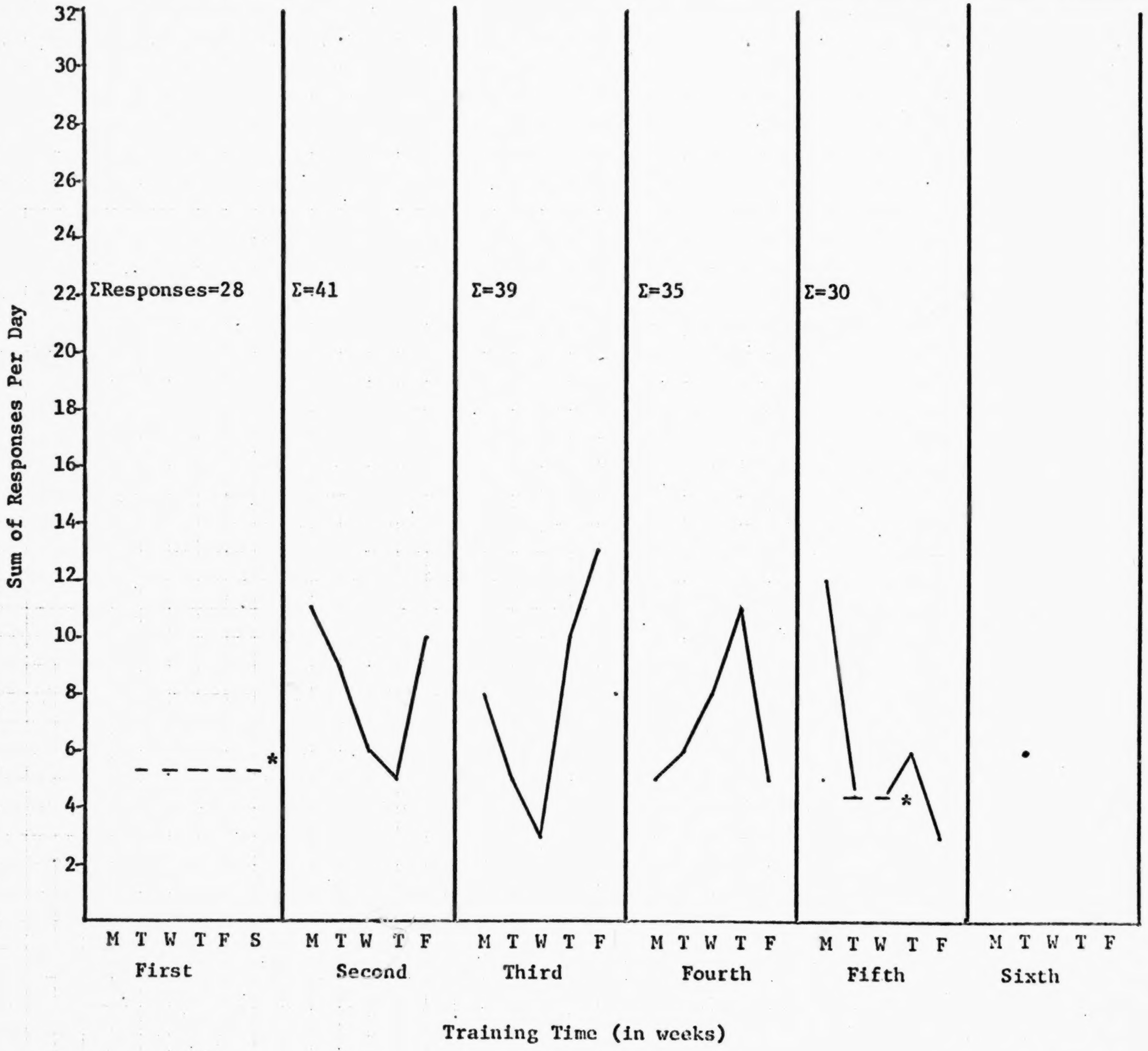
Figure 3

Frequency of

"Brickbats"

Responses as a

Function of Time



*Mean Responses
for 2 or more days

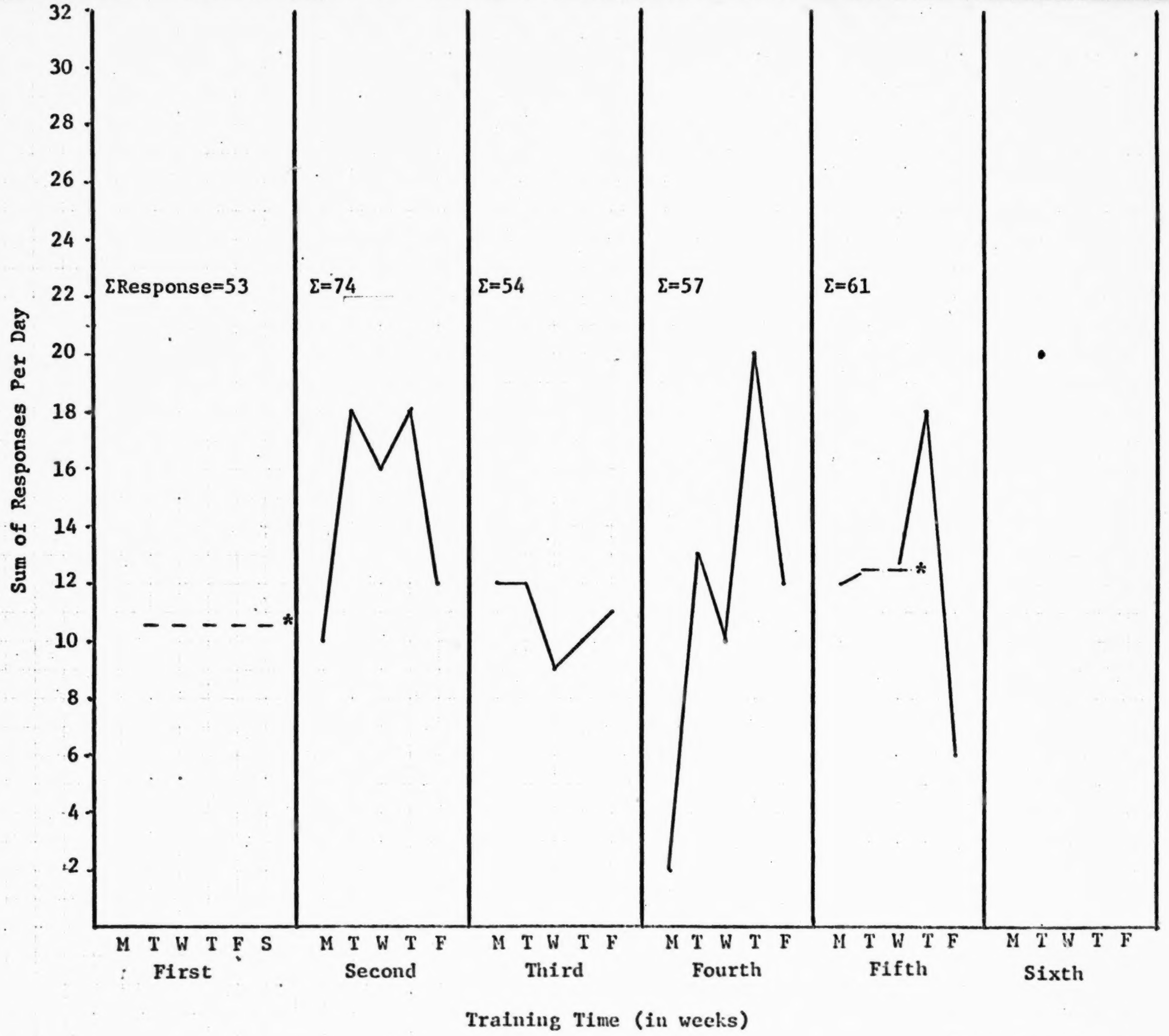
Figure 4

Frequency of

"Bouquets"

Responses as a

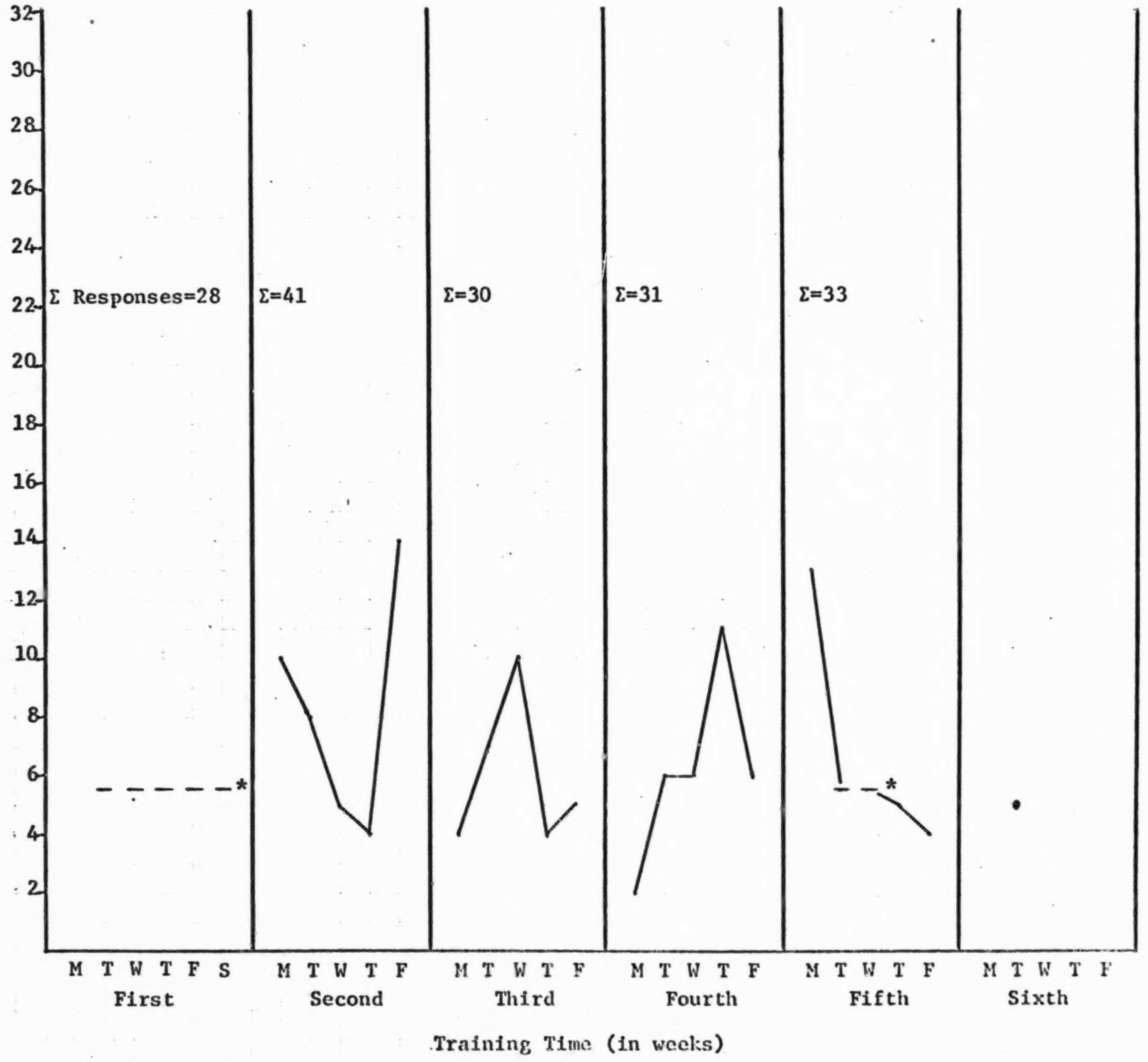
Function of Time



*Mean Responses
for 2 or more days

Figure 5

Frequency of "Suggestions" Responses as a Function of Time



*Mean Responses
for 2 or more days

Taxonomically, the following indicates the distribution of Program to total (Program and Housekeeping) comments for the various items:

Most Meaningful:	99.1%
Least Meaningful:	93.2%
Bouquets:	89.4%
Brickbats:	68.8%
Suggestions:	82.2%

The most reliable interpretation of the day-to-day changes would be that of the staff who observed and/or participated in all activities.

In summary--the Daily Evaluation Form, that served as a cathartic and feedback device and provided an ongoing analysis of the program, yielded data indicating that both staff members and trainees commented more positively than negatively about the activities of the program.

5. Staff Evaluation Exercise

As previously noted in the concluding paragraphs about #4, the Daily Evaluation Form, only the staff could reliably interpret day-to-day changes. Because staff members were most knowledgeable about as well as involved in the training program (which they had planned and executed), we consider their impressions, reactions and evaluations a most valuable source of data. Though such involvement and participation as well as responsibility might conceivably distort an individual's evaluative skill, we believe that the training program staff was professionally aware of this bias factor and did submit valid responses to the Staff Evaluation Exercise.

The instrument (see Appendix E), consisting of 49 items, was administered to the five members of the training staff two days after the training program had terminated. Twenty four items involved rating different aspects of the program on a +3 (very positive) to a -3 (very negative) scale with zero denoting "uncertain". On any particular variable, mean ratings falling between +1 to +3 define attitudes that differ in intensity on the positive end of the continuum. Mean ratings ranging from -1 to -3 similarly define definitely negative attitudes. Mean ratings ranging from 0 to + or -.99 denote that the raters' attitudes collectively are neither definitely positive nor negative.

In response to *items 1 and 2*, the staff indicated (mean=1.60) that the objectives of the training program (as they had defined them) had been achieved.

Responses to *items 3-7* produced data showing that the staff believed that the program had enabled the participants to operationally define goals (mean=1.40), collect data (mean=1.00), find appropriate resources (mean=1.40), conduct leader seminars (mean=2.00), and understand and use confrontation techniques (mean=1.00). As a group, the staff was "uncertain" (mean=.80) about its satisfaction with the search area (*item 15*).

In *item 8*, the mean staff rating of .60 (the "uncertain" range) of participants' ability to design inservice leader seminars in a school should be qualified by the fact that--at that time--the staff had not completed this component of the program for the six participants who subsequently were to be selected as leaders.

In response to *items 9, 11 and 13,* the staff expressed satisfaction with morning seminars (mean=1.60), critiques of participants' role-playing during the seminars (mean-1.00), and the afternoon general input session (mean=1.20).

The staff expressed strong (+2.00 or more) satisfaction (mean=2.50) with the Behavior Practice Group sessions at Green Lake *(item 17);* CERLI equipment and materials (mean=2.00), *(item 23);* and testing activities (mean= +2.00), *(item 29).* The staff was less satisfied (mean=1.40) with their own administration of the program *(item 27).* The staff's mean ratings of satisfaction with the following elements fell in the "uncertain" range: social activities (mean=.20), *(item 25);* the Haven School (mean=.80), *(item 21);* information presented to the participants regarding selection of the six leaders (mean=.60), *(item 31).* Strongly negative (mean= -2.00) feelings were expressed about the XICOM activities *(item 19).*

In *item 33,* the staff rated each of the program's six concepts or topics according to complexity, time allotted for presentation, and effectiveness of presentation. With the exception of goal establishment, the staff considered each topic "about right" in complexity although the grand mean of 4.25 does suggest the general tendency to be "slightly simple".

The grand mean of 5.30 indicates that the staff considered the time allotted to the various topics, on the average, was somewhere between "slightly short" and "moderately short". Nevertheless, the staff believed that the various concepts had been effectively presented (grand mean of 2.77 which falls between "moderately effective" and "slightly effective"). In *item 34,* the staff expressed overall satisfaction (1.00) with coverage of the content area.

In *items 35, 36,* the staff's ratings of activities that should have been excluded and those that should have been included duplicate the mean rating (-2.00) assigned to XICOM, social activities and lack of time. In *item 37,* each staff member noted a need for more time in his response to, "Has this program matched your expectations?"

In a key item *(38),* a mean of +2.00 indicated the staff's strong satisfaction with "the program as a whole". The same mean rating was given to the exchange of information and cross fertilization of ideas that occurred among participants *(item 39).*

Items 40-48 generated data about the CERLI program's relationship to the Chicago Public Schools. The staff was "uncertain" (0) about the way the Chicago Public Schools' personnel had informed them about the program. The CERLI staff definitely was satisfied (mean=1.60) with the "fit" of the concepts of CERLI's Program I to the inservice training needs cited by the Chicago Public Schools and with the actual "fit" of the program to the Chicago Public Schools' needs (mean=1.20). The staff also was satisfied (mean=1.40) with the way the training program had been conducted compared to the way it had been planned.

Although only six of the twenty trainees were to be selected by the Chicago Public Schools to fill the positions of Staff Assistant, we asked the CERLI training staff to estimate the number who actually would succeed as SCEs if given the opportunity to function. In response to this item *(47),* the staff's estimate ranged from 10 to 15 or a mean of 12 potentially successful participants. In the staff's estimation, twice the number actually to be selected or 60% of the sample would be capable of effectively functioning as In-Service Education Staff Assistants.

Finally, the training staff was convinced (mean=2.20) that the training program, in general, had satisfied the participants' needs for in-service training *(item 48)*.

In response to *item 49* (briefly summarize your personal reactions to the program: comment on any points covered in this instrument and/or additional reactions you may wish to express), the staff stressed concerns about the insufficient time allotted for conducting the training, the Haven School site, the ultimate selection of the In-Service Education Staff Assistants. Conversely, the training staff was impressed by the participants' initial willingness to deal with "real issues". (The summaries included other observations, but these excerpted comments suggest the focal points.)

IN SUMMARY, strong positive reactions (2.00 or higher) were directed to:

- Participants' ability to conduct leader seminars
- The Behavior Practice groups
- CERLI equipment and materials
- Testing activities
- General satisfaction with the program as a whole
- Information and ideas exchanged among participants
- Satisfaction of participants' needs for in-service training

Ratings of "uncertain" (0 to ±.99) were given:

- Participants' ability to design in-service seminars
- The search area
- The Haven School's facilities
- Social activities
- Information regarding selection of leaders
- Information from the Chicago Public Schools provided to CERLI regarding the training program

> Only XICOM activities received a negative or dissatisfaction rating. All other activities rated on the +3 to -3 scale fell within the definite positive range defined as 1.00 to 2.00. Although the amount of time allotted to each content area was slightly short, the complexity of the six content areas was regarded as "about right" and the presentation of content to the participants was considered effective.

In conclusion, the staff's assessments are shown to be supportive to most activities and aspects of the training program. Thus we may infer from the data of the Staff Evaluation Exercise that--except for a few aspects--the staff generally regarded the program as having been successful.

6. Participant Evaluation Exercise

In order to comprehensively report and assess any training program, an evaluator needs to collect data on the impact of that program. With the Participant Evaluation Exercise, we collected such crucial data from the participants whose perceptions and opinions exclusively convey the insights and feelings that only trainees can experience and communicate about the CERLI Training Program for the Specialist in Continuing Education.

The instrument (see Appendix F), consisting of 45 items, was administered on the 26th day of the program. As instructed, 18 of the 19 participants submitted the questionnaire unsigned. Items were rated on the +3 to -3 scale used in rating the Staff Evaluation Exercise.

In *item 1* (designed to determine post-facto the extent to which respondents understood the training's objectives), disagreement between the participant's response and the program's actual objectives might invalidate his evaluation. However--in all the responses, at least one major concept (group process, self-assessment, goal establishment or other integral components of the CERLI training program) was cited or implicitly stated in the answer. Data from *item 2* (mean=2.00) indicates that participants believed that the training had achieved the objectives as defined in question 1.

Responses to *items 3-11* suggest that, on the average, participants believed that they could define goals operationally (mean=1.84); select appropriate data collection methods (mean=1.89); utilize appropriate resources (mean=1.63); help other professionals to do the same (means= 1.79, 1.68, and 1.44 for goal establishment, data collection, and resource utilization respectively); conduct leader seminars (mean=1.37); understand and use confrontation techniques (mean=1.74); and design inservice leader seminars (mean=1.47). In general, the participants believed that their training had definitely enabled them to apply and teach the specific skills incorporated in this program.

Data from items 12-15 indicate participants' satisfaction with the morning seminars (mean=1.95) and critiques of their role-playing of the SCE *(mean=1.26)* although the responses did suggest the possibility of some improvement. Concerning the afternoon general input session *(items 16, 17)*, the .67 rating fell in the category of "uncertain".

Conversely, responses to *items 18-21* reflect the participants' strong satisfaction with the search area (mean=2.00) and the Behavior Practice Group sessions (mean=2.21). XICOM activities *(item 22)* received the only negative rating--a mean of -1.21.

While the .05 rating assigned to the Haven School's facilities *(item 24)* implies neither satisfaction nor dissatisfaction, some of the responses to *item 25*suggest radical improvements. Participants indicated strong satisfaction (mean=2.63) with the CERLI equipment and materials *(item 26)* and the social activities *(item 28)*.

Participants expressed strong satisfaction (mean=2.47) with the staff's administration of the program *(item 30)*. They also seemed satisfied (mean=1.39) with the testing activities *(item 32)* and offered constructive suggestion for improvement *(item 33)*. The mean rating of .17 assigned to *item 34* (satisfaction with information presented regarding selection of leaders), which falls in the "uncertain" category, suggests that this aspect of the program needed to be clarified for the participants.

A key item *(36)* generated data that conceivably synthesizes participants' general perceptions of their training. The mean rating of 2.26 indicates the participants' confidence that as inservice leaders they will be able to use (a natural expectation) nearly all that they have learned in the program. Such data also implies not only the participants' assurance about their ability to function as inservice leaders but their confidence in the training program's validity as well.

In *item 37*, trainees rated each of the program's concepts or topics (goal establishment methodology, data collection methodology, search resource methodology, group process, self-confrontation and operational design) according to the simplicity or complexity of content, the time allotted to each topic, and the effectiveness of presentation.

Regarding simplicity and complexity, each topic received a mean rating falling between "about right" and "slightly simple" with the grand mean=4.30. Regarding allocation of time, goal establishment (mean=4.37) and self-confrontation (mean=4.74) fell between "about right" and "slightly short". Mean ratings for the other four topics ranged from 5.00 to 5.47 or "slightly short" to "moderately short". The grand mean (4.94) indicates that the participants generally believed that more time should have been allotted to each concept.

Regarding effectiveness of presentation--data collection methodology, search resource concept and operational design received mean ratings falling between "mediocre" (4) and "slightly inept" (5); the obtained means for goal establishment methodology, group process, and self-confrontation fell between "mediocre" (4) and "slightly effective" (3). In this category, the grand mean of 3.61 fell between "mediocre" and "slightly effective".

In essay-response *items 39 and 40* (activities that should not have been included and activities that should have been included), no activity was cited more than once in either category with the exception of the XICOM activities that elicited four negative comments.

To ascertain the trainees' overall satisfaction with the program, *items 41-44* were incorporated in the instrument. A mean rating of 2.00 indicated definite satisfaction; a mean rating of 1.68 indicated the participants' belief that they mutually had exchanged a substantial amount of information and ideas; a mean rating of 1.53 indicated that participants believed that the program had been balanced and had met individuals' and the group's needs.

In the essay-response to *item 45*, participants' summaries of their personal reactions to the program substantiate this positive view of their experience and training.

TO SUMMARIZE the 27 items scaled on the +3 to -3 scale:

Mean ratings of 2.00 or above....................8

Attainment of program objectives
Satisfaction with the search area
Behavior Practice Groups
CERLI's equipment and materials
Staff's administration of the program
Utilization of learning
Satisfaction with the program as a whole

Ratings ranging 0 to + or -.99 ("uncertain")......3

Satisfaction with afternoon input sessions
Haven School's facilities
Information about selection of staff assistants

Definite negative rating.........................1

XICOM activities

The above and other data support the conclusion that, on the whole, participants' evaluation of their training was supportive and favorable toward the program.

7. Staff-Participant Evaluations Contrasted

Since the staff and the participants independently evaluated the program, contrasting their respective ratings on the 21 identical items used in each instrument provides useful information (see Appendix G). This textual presentation of comparisons will be descriptive for any interpretative treatment of similarities and differences would only be subject to speculation.

Participants and staff demonstrated substantial dissimilarity (arbitrarily defined as a 1.00 or greater difference between the means) in rating the following:

Satisfaction with the search area
(Staff = .80; Participants = 2.00)

Staff's administration of the program
(Staff = 1.40; Participants = 2.47)

Satisfaction with the social activities
(Staff = .20; Participants = 2.63)

Effective presentation of goal establishment methodology (+1 to +7 scale)
(Staff = 2.00; Participants = 3.00)

Effective presentation of group process (+1 to +7 scale)
(Staff = 1.80; Participants = 3.00)

Both staff and participants gave high positive ratings (that is +2.00 or higher) to:

Satisfaction with the Behavior Practice Groups
(Staff = 2.50; Participants = 2.21)

CERLI's equipment and materials
(Staff = 2.00; Participants = 2.63)

Two sets of means fell in the "uncertain" category:

Satisfaction with the Haven School's facilities
(Staff = .80; Participants = .05)

Satisfaction with information regarding the selection of the six Staff Assistants
(Staff = .60; Participants = .17)

Both groups rated only one component of the program negatively: XICOM
(Staff = -2.00; Participants = -1.21)

None of the +3 to -3 sets of ratings was found to be highly similar (arbitrarily defined as .20 or less difference between two means).

However--in rating the complexity of the program's content (on a +1 to +7 basis) highly similar ratings for data collection methodology, group process and operational design were found. The difference between the staff's and participants' grand means on the concept-complexity variable was .05.

Regarding the amount of time allotted, highly similar mean ratings also were found for goal establishment methodology and group process. By referring to Appendix G it may be noted that the remaining sets of items received a positive rating from both staff and participants and that the difference between means was no greater than 1.00.

By contrasting the staff's and the participants' ratings, one can conceivably conclude that the two groups substantially agreed about most of the program's aspects and activities and that those individuals most involved in the training (staff and participants) consistently expressed satisfaction with the training program.

The fact that the staff's and the participants' evaluations were conducted with different instruments and on different days validates this conclusion. However--the fact that staff and trainees conversed about their reactions to various events and expressed their reactions in the Daily Evaluation Report renders the various ratings somewhat less than mutually independent. Not that such an unmeasurable influence is undesirable but it should be acknowledged in any interpretation of the data from the two evaluation forms.

8. Staff Rankings of Participants

On the 25th day and two days after the program had terminated, the five members of the training staff ranked participants according to perceived differences as potentially successful SCEs. The initial ranking was performed to provide data for the Chicago Public Schools in their selection of the six Staff Assistants among the 15 eligible participants. The second ranking was performed to ascertain correlations between staff and post-test rankings of the 20 participants (see Tables 4 and 5).

In the first procedure, each staff member was given a list of the participants and a separate sheet of instructions:

> Of the 15 participants who are qualified for the Title III position, select the ten who you feel (based on your experiences with/and your perceptions of) will make the most successful SCEs in the Chicago project. (Please rank these 10.)

The ranks assigned to each participant by each staff member were summed, mean ranks for each participant calculated, and subsequently ordered from most (rank = 1) to least successful.

Each participant's general staff rating (based on the ordering of mean staff rankings) was compared with the rankings he had received on three measures (achievement, attitudinal, and problem-solving). To expedite the selection process, these data were each summarized as much as possible within limits of validity. For example, ranks rather than raw scores were presented to the Chicago Public Schools. In addition, only post-test ranks were used which we considered more useful for selection purposes than pre and post-test differences.

Although CERLI's Research Questionnaire yielded 5 sets of scores (one for each attitudinal factor), the ranks each participant received on each factor were summed, a mean rank then computed, and finally the mean ranks ordered to produce a single, overall rank for each participant on that measure. Similarly, a single rank for each participant was derived from the three post-test scores on the Problem Approach Test.

Thus CERLI provided the selection committee with two categories of data ranking the 15 participants:

The staff rankings

The rankings for:

Program Content Survey
CERLI's Research Questionnaire
Problem Approach Exercise

Table 4 shows the degree of agreement between staff ranking and test data. Among the top six participants, 4, 3, and 4 respectively occupied positions among the top six ranks assigned to the Program Content Survey, the Problem Approach Exercise and the CERLI Research Questionnaire. Thus, the post-test rankings and the overall staff rankings for the top six participants (based on an n of 15) exhibit some agreement.

In performing the second ranking of participants on perceived success as SCEs, the staff considered all 20 participants so that correlations between staff and post-test rankings could be ascertained. According to the procedure followed in the initial evaluation, the rankings were summed, averaged and ordered. Table 5 presents the Spearman rank order correlations of these staff ranks with post-test ranks of the Program

Content Survey, CERLI's Research Questionnaire and the Problem Approach Exercise.

The fact that the Group Orientation factor of the attitudinal measure was found statistically significant ($p < .01$) implies that the staff's ranking of a participant's potential success as an SCE relates positively to the participant's attitude toward the group process (as measured by items defining this factor).

One can only speculate about reasons why none of the other rankings significantly correlated with the staff rankings. Discrepancies between staff's criteria for success and factors measured by written instruments might have existed. Possibly the use of these instruments (which CERLI was developing to assess the immediate impact of the training program on a pre and post basis) might not have been equally as effective for selection devices in this and the previous task of ranking. On the other hand, one reasonably could anticipate some positive correlation of test scores with staff predictions. Furthermore, chance alone would predict higher agreement on the first ranking task where n - 15 than on the second task where $n = 20$.

TO SUMMARIZE: the staff ranked participants according to their potential success as SCEs primarily to provide data aiding in the selection of the six staff assistants and secondarily to provide data for determining the relationship between staff rankings and written measures. While the results revealed substantial agreement in selecting the six staff assistants, only one significant correlation (group orientation) emerged when rankings of all 20 participants were contrasted.

TABLE 4

Comparison of the Top Six Participants emerging from Staff rankings with post test ranks

PARTICIPANT	General Staff ranking	Post test ranking on P.C.S.	Post test General rank on CERLI Research Questionnaire	Post test rank on Problem Approach Exercise
A	1	3.5	2	12
B	2	5.5	1	7.5
C	3	3.5	8	2.5
D	4	5.5	11	9.5
E	5	10.5	6	6
F	6	12.5	5	1

TABLE 5

Correlations of Staff's Rankings of 20 Participants with Achievement Attitudinal and Problem Solving rankings of Post Test Scores

	r
ACHIEVEMENT	.26
(Program Content Survey)	
ATTITUDES	
(CERLI's Research Questionnaire)	
Factor I: Self-Confidence	.06
Factor II: Group-Orientation	.58*
Factor III: Competition	.02
Factor IV: Procrastination	.25
Factor V: Educational Change	.33
Total Score	.33
PROBLEM SOLVING	
(Problem Approach Exercise)	
Question 1: Goal Establishment	-.03
Question 2: Variety of Resources	.29
Question 3: Data Collection	.20
Total Score	.10

* $p < .01$

CONCLUSIONS

As noted in the Introduction to this report, the training program served the dual purpose of training Chicago Public Schools' personnel and pilot-testing CERLI's primary developmental activity--Program I: Specialist in Continuing Education (SCE). In concluding this report, we briefly discuss the findings and limitations of the program as it served each of these functions.

A. The Training of SCEs for Chicago Public Schools

Information which will be useful in evaluating the inservice training that CERLI conducted for the Chicago Public Schools includes:

1. Although mean scores were below the possible optimal scores, the participants did substantially increase their knowledge of the program content as measured by the Program Content Survey.
2. CERLI's Research Questionnaire (the attitudinal instrument) showed attitudinal changes in the hypothesized directions on all 5 factors but no change was statistically significant.
3. As measured by the Problem Approach Exercise, participants significantly increased their ability to operationally define goals and to utilize a variety of resources.

   In data skills, the increment was not significant.
4. In the Daily Evaluation Form (which was regarded as a limited ongoing analysis of the program), most comments complimented the administration of the program.
5. In their favorable reactions and evaluations of nearly all aspects and activities of the training program, both staff and participants generally concurred.

Though the findings of this report describe the immediate impact of the training program, certain critical questions pertaining to the long-range impact of the program remain unanswered at the time this report is written:

> *Is the behavior change manifested by the participants temporary or permanent?*
>
> *Do the SCEs use the training they were given? If so--how and to what extent?*
>
> *Since only six of the 15 participants who qualified for selection as staff assistants are functioning, how can it be determined that the right individuals were selected?*

Unless data is systematically collected to answer these questions, the ultimate success of this training program cannot be determined.

B. The Pilot Test of CERLI's Program I: Specialist in Continuing Education

As an assessment of the immediate impact of the pilot test of CERLI's SCE program, findings listed in Section A seem appropriate to cite:

1. Data from the Program Content Survey, CERLI's Research Questionnaire and the Problem Approach Exercise indicate that the behavior did change in the predicted direction even though the change was not significant for the attitudinal factors and the data collection units in the Problem Approach Exercise.

2. Data for the Daily Evaluation Form, the Staff Evaluation Form and the Participant Evaluation Form indicate that staff and participants reacted to and favorably evaluated the content and conduct of the training program.

3. Without follow-up data assessing the program's long-range impact, the success of the training program cannot be comprehensively assessed.

Additional factors that rendered the training program less than ideal as a pilot test include:

1. Specific criteria needed to evaluate a successful SCE's behavior were not yet available.

2. The design of the program was such that the findings are open to alternative explanations. Discussions of these constraints (lack of follow-up data, lack of specific criteria, lack of program design) have been reported in II "Evaluation Constraints", *Assessment of the CERLI Training Program--Specialist in Continuing Education (SCE) Charleston, Illinois July 1 - August 9, 1968* pp. 34-39.

IN CONCLUSION, the assessment of this training program (as a service to Chicago Public Schools and as a pilot test of the CERLI SCE program) suggests that although the data derived from the program's immediate impact is supportive regarding the effects of the training, certain questions regarding the ultimate degree of success remain unanswered at this time.

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APPENDIX

A. *Achievement Test*

B. *Attitude Survey*

C. *Problem Solving Exercise*

D. *Daily Evaluation Form*

E. *Staff Evaluation Exercise and Summary Data*

F. *Participant Evaluation Exercise and Summary Data*

G. *Comparison of Staff and Participants' Evaluation of the Program*

Appendix A: Achievement Test

PROGRAM CONTENT SURVEY

Cooperative Educational Research Laboratory, Inc.
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Instructions: This survey contains questions representing material covered during the program.

Please do not mark answers on this booklet. Instead, respond by blacking out the appropriate letter on the answer sheet.

Each question contains only one correct answer.

1. Which of the following is not necessarily characteristic of a behavioral goal?

    a It specifies criteria for successful learner performance.
    b It defines the terminal behavior of the learner.
    c It specifies the conditions under which the learner behavior should occur.
    d It specifies teacher behavior.
    e It is consistent with what educational "experts" say.

2. Objectives that emphasize feelings or emotions are classified as

    a psychomotor.
    b affective.
    c cognitive.
    d behavioral.
    e effective.

3. Group norms are least likely to change when

    a alternatives are reduced.
    b they lead to unsatisfactory outcomes.
    c they are well defined.
    d leadership changes.
    e they are supported.

4. A system of interaction analysis may be used to collect which types of specific concrete data?

    a Sociometric interactions.
    b Attitudes.
    c Verbal interaction.
    d Academic achievement.
    e Amount of time elapsed.

5. There are a number of things a leader can do for a teacher to promote self-confrontation. Which is the least useful?

    a Adopt the presuppositions of a non-directive counselor.
    b Promote social support from other individuals like the teacher.
    c Give teacher the opportunity to support others who share his goals.
    d Eliminate interpersonal elements from the discussion.
    e Provide an opportunity to examine goal-data relationships.

6. The leader often encourages a process of "confrontation." Which of the following best describes this confrontation?

   a Comparison of data about real behavior with ideal behavior.
   b Encounter with information about things one is doing wrong.
   c Challenge to improvement by an expert in the field.
   d Facing up to what students really think.
   e b and c.

7. After considering the following goal, select the most appropriate system to use to secure relevant data.

   GOAL: To have 50% of the classroom talk be student talk.

   a Flanders Interaction Analysis.
   b Stanford Achievement Test.
   c CERLI Verbal Classification System.
   d Purdue Rating Scale.
   e Observer with a stopwatch and record sheet.

8. Which source would be the least helpful in providing useful information for selecting a system of data collection?

   a Data Processing for Educators - Glossman & Howe.
   b Mirrors of Behavior.
   c Professionals who have used the instrument.
   d Test manuals and the actual tests.
   e Mental Measurements Yearbook - Buros.

9. After considering the following goal, select the most appropriate method of collecting data.

   GOAL: To have 10% of the student talk be discussing the relationship between high and low pressure areas and type of weather in a 1/2 hour class period.

   a Video tape.
   b Audio tape.
   c Guilford Interaction System.
   d Flanders Interaction Analysis.
   e Observer.

10. There are at least 4 ways by which a teacher may resolve a discrepancy between his goals and the feedback data. Which of these alternatives reflects the least defensive behavior?

   a Rejects past attitudes and behaviors in favor of the new.
   b Rejects his goals as unattainable or unworthy.
   c Rejects the data as irrelevant or unimportant.
   d Rejects the process of confrontation.
   e Rejects the data as unreliable.

11. After considering the following goal, select the most appropriate method to collect data.

GOAL: To have each student complete a drawing of his own choice in a forty-five minute art period.

a Tape recording of classroom interaction.
b Stationary observer.
c Video-tape of teacher's instructions.
d List and count of students and the project choice made by each.
e Count of pictures completed and student attendance.

12. When outcomes associated with group membership are high and availability of alternatives is low

a conformity is high.
b deviation is common.
c gross variability in behavior is low.
d cohesiveness is low.
e consensus is difficult to attain.

13. The use of self-confrontation as an instructional tool is not appropriate for

a dealing with parents.
b dealing with behavioral problems in class.
c teaching content of a course.
d learning new strategies of behavior.
e c and d.

14. A dissonant state may be created in various ways. Which of the following is least likely to arouse cognitive imbalance?

a Being told by a superior to change an attitude.
b Discovery of information which does not agree with one's previous understandings.
c Expending effort to reach a goal but not reaching it.
d Existence of cognitions which do not fit together.
e Discovering attitudes in oneself which one has been saying do not exist.

15. Which is the least descriptive of the collaborative approach to confrontation?

a Internal.
b Constructive.
c Non-threatening.
d Interpersonal.
e a and c

16. Which of the following is a non-directive approach best used by the seminar leader to present resources to resolve a conflict between ideal and real behavior?

a The new math program developed by Biebermann might help you to reach your goal of productive thinking.
b If I were you, I would visit the material center and use at least two sources to obtain better ideas.
c You might visit the material center and examine some of the different materials located there.
d I have found independent study to be helpful in having students be involved in Productive Thinking.
e The districts' policy is to use Laidlaw Math books.

17. Which of the following would not be used to gain a research summary of teaching methods?

a Berleson and Steiner - Human Behavior-An Inventory of Scientific Findings.
b Gage's - Handbook of Research on Teaching.
c Encyclopedia on Educational Research.
d E.R.I.C.
e Amidon, Hugh - Interaction Analysis, Theory, Research and Application.

18. What is the difference between the traditional and collaborative approach to self-confrontation?

a The traditional leader stresses goals and tells how to reach them whereas the collaborative leader does not.
b Collaborative leader visits the teacher's classroom whereas the traditional leader does not.
c Collaborative leader stresses what the teacher is doing well whereas the traditional leader does not.
d Traditional leader demonstrates ideal teaching behavior whereas the collaborative leader does not.
e None of the above.

19. A well-defined behavioral goal

a names the test the learner will have to take.
b specifies the terminal behavior of the learner.
c is an ideal goal that would be good for anyone.
d does not specify the teacher's behavior.
e all of the above.

20. Brainstorming is, most accurately, a specific technique designed as a

a test for relevancy of information.
b technique to create group unity.
c technique to increase the number of alternatives.
d therapy process.
e test of creativity.

21. The best way to secure involvement and commitment to change is to

- a obtain group agreement that change is beneficial.
- b allow individuals to respond to situations where traditional behavior is unsuccessful.
- c encourage individuals to identify and articulate their needs.
- d explain the rational for change.
- e both a and d.

22. Opinions which are slightly relevant to group maintenance or goal achievement are subject to

- a as much conformity pressure as other opinions.
- b no conformity pressure.
- c strong conformity pressure.
- d weak conformity pressure.
- e varied individual's reactions.

23. In a group, the attributes of a person which determine his status depend upon

- a the type of attributes he possesses.
- b the person who has the attributes.
- c whether he is seeking status or not.
- d the attributes of others.
- e those making the status evaluation.

24. Individuals are apt to like other persons who

- a see them as themselves.
- b have characteristics distinctively different from their own.
- c interact with them to achieve a goal.
- d they have worked with.
- e have a higher status than their own.

25. If a person sets a goal that the leader disagrees with, the leader should

- a convince the person that he ought to change the goal.
- b use members of the group to convince the person to change the goal.
- c discuss reasons for disagreement, but assist person in goal attainment.
- d conduct a force-field analysis on why the person chose the goal.
- e none of the above.

26. When a participant is selecting a resource to use as an aid in implementing a new style of behavior, which of the following is the most important factor for him to consider?

    a The success of other participants in using the material or approach.
    b The recommendations made by an interested parent committee of curriculum.
    c The recommendations of the seminar leader.
    d The personal preference of the superintendent of the school district.
    e The preference of the participant making the selection.

27. When a teacher is selecting a new style of behavior to implement in order to resolve a discrepancy between her ideal and real behavior, which of the following resources would she be least likely to consult?

    a A video tape of her previous behavior.
    b A fellow teacher who has implemented a new teaching method related to the goal.
    c A research summary of teaching practices related to the goal.
    d A teaching method book related to the goal.
    e Movie demonstrating a new method relating to achieving the goal.

28. Reliability in data collection means

    a the data collected relates specifically to the original goal.
    b amount of agreement among observers using the same system under the same conditions.
    c that the standard scores obtained are similar for similar populations.
    d amount of agreement among observers using a similar system under similar conditions.
    e what a test can do.

29. The least important in problem-solving techniques is

    a size of group.
    b composition of the group.
    c a strong leader.
    d physical environment of the meeting.
    e the past experiences of the group.

30. Pupil interactions are best measured by

- a personality inventories.
- b attitude scales.
- c achievement tests.
- d behavioral classification systems.
- e all of these.

31. Which of the following is of least importance to the implementation of the Resource-Search Methodology?

- a The type and location of the specific area used.
- b The centralization of materials and equipment.
- c The skills and attitudes necessary to present in non-authoritarian manner possible resources a professional may utilize.
- d The establishment of the necessary channels for acquisition of pertinent resources.
- e Making Resource-Search time in a schedule.

32. Members of a group are apt to be less hostile to a leader if they perceive his power to be

- a legitimate.
- b based on reward and punishment.
- c limited.
- d related to his status.
- e authorized from superiors.

33. The person who observes in order to collect data needs to

- a know the goal of the person whose behavior he is collecting data about.
- b decide what kind of data should be collected.
- c be able to make a judgment on the performance after perusal of the data.
- d know the person for whom he is collecting data.
- e understand how to use the desired system of data collection.

34. Which of the following is not a problem-solving technique?

- a Force field analysis.
- b Trial and error.
- c Data collection.
- d Brainstorming.
- e Scientific method.

35. Group pressure is least apt to affect the answers to which types of the following questions?

    a Simple factual questions.
    b Complex factual questions.
    c All value questions.
    d Simple judgmental questions.
    e Complex questions.

36. Select the most operational statement concerning the performance of a French class.

    a The class must know, understand, and appreciate not only the language, but also the culture and the land.
    b The class must know the vocabulary in French Book 1.
    c The class must average 80% or better on the final examination.
    d The class must like to speak the language and like the country and its people as well.
    e Most of the class must be able to speak some French, conversationally.

37. To encourage participants to contribute materials and ideas to the search area, which of the following is most important to consider?

    a Placement of a bulletin board and tables.
    b The hours the search area will be open.
    c Location of materials.
    d Facilities for duplication.
    e Having someone available to catalog them.

38. An important factor determining who emerges as leader is

    a the size of the group.
    b the number of cliques in the group.
    c the situation in which the group finds itself.
    d the duration of the average group meeting.
    e the site of the meeting itself.

39. When a teacher is deciding whether to accept or reject the data representing performance, which is most important for her to consider?

    a The original purpose or design of the data collecting instrument.
    b The population to whom the instrument was administered.
    c The skill of the observer in using the instrument.
    d The number of times the instrument has been used in the school district.
    e The validity of the data.

40. An operational goal for an individual should be determined by

a the consensus of the group.
b the leader of the group.
c an outside expert.
d the individual himself.
e all of the above.

41. The best defined statement of learner behavior is that he

a likes school better.
b appreciates good art work.
c can operate a tape recorder.
d knows about radioactive materials.
e understands the concept of division.

42. Confrontation rests in part on an application of Leon Festinger's theory of cognitive dissonance. Which of the following statements is inconsistent with this theory?

a A dissonant state motivates behavior to restore cognitive balance.
b Human beings seem to prefer inconsistency.
c Internal inconsistencies create a state of imbalance.
d The leader's influence is greater when his communications help to reduce rather than increase dissonance.
e b and c.

43. Role-playing can be described as

a an opportunity to practice new behavior.
b a technique to better define problems.
c a unique teaching method.
d a technique which enhances discussion.
e all of the above.

44. In order to get students to participate in brainstorming activities, teachers should

a present her ideas and content materials clearly and concisely.
b encourage students to evaluate their peers' responses.
c accept any student ideas offered.
d give every student a credit for talking.
e all of the above.

45. An operational goal should be stated in specific terms

a to allow for objective data collection.
b to enable one to separate the successful and unsuccessful learners.
c to define the way in which the learner will show that he has reached the goal.
d all of the above.
e none of the above.

46. After considering the following goal, select the most appropriate system of data collection.

GOAL: In a math class, 50% of the total student talk should be productive thinking.

a Flander's *Interaction Analysis*.
b California Diagnostic Tests of Math.
c CERLI Verbal Classification System.
d Purdue Rating Scale.
e Observer with a stop watch.

47. When establishing a search area for participants, which of the following is of the least importance to consider?

a The location and placement of furniture and materials.
b Facilities for duplication of materials.
c The needs of the participants.
d The loaning procedures to borrow books.
e Ways to encourage others to place their resources in the area.

48. Stating goals in operational terms is desirable because it

a demonstrates professional commitment to peers.
b proves the goal has value.
c indicates that considerable effort will be expended in achieving the goal.
d b and c above.
e none of the above.

49. Select the activity below which is not an aid to brainstorming.

a Building on another's contribution.
b Statement of purpose.
c Set a time limit.
d Present the purpose for brainstorming.
e Silence.

50. The most effective system of data collection is

a interaction analysis.
b easy to utilize.
c dependent upon what is to be measured.
d a questionnaire.
e an attitude scale.

51. Pupil knowledge is best indicated by

- a personality inventories.
- b attitude scales.
- c achievement tests.
- d behavioral classification systems.
- e all of these.

52. In the selection of a resource to aid in the implementation of a new style of behavior which of the following is of least importance to consider?

- a Length of time needed to adequately learn the new approach.
- b Relevance to goal.
- c Accessibility of materials selected.
- d Ease of use.
- e Date of development or publication of the materials.

53. In deciding on a personal behavioral goal, it is most important for the person to consider

- a his ideal behavior.
- b the behavior of other teachers.
- c his real behavior.
- d behavioristic principles.
- e none of the above.

Appendix B: Attitude Survey

CERLI'S

RESEARCH QUESTIONNAIRE . . . .

Cooperative Educational Research Laboratory, Inc.
540 W. Frontage Road (Box 815) Northfield, Illinois 60093

FORM I EDUCATORS (Second Revision-S.F.) February, 1969

We are asking you to participate in this survey of educators in order to determine how they view the world around them. There are no "right" or "wrong" answers to these questions. The only "right" answer is what you believe to be true. Indicate as accurately as you can what you believe and give only your opinions.

Check the space on the answer sheet to indicate the degree to which you agree or disagree with the corresponding item. Some items may seem similar but all are different. Please respond to all statements. Thank you.

INFORMATION OBTAINED FROM THIS QUESTIONNAIRE WILL BE TREATED CONFIDENTIALLY.

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1. I have taken several unrequired college courses for my own satisfaction.

2. I think that group effort can accomplish more than individual effort.

3. I think my friends' opinions of me are sometimes more accurate than my own opinion.

4. I think any change is better than no change.

5. Although I am not mentally disturbed, I think I could be helped by psychoanalysis.

6. I often feel unsure of my own performance.

7. I like activities in which I can test my skill against others.

8. I would rather see more emphasis on the three "R's" than on new curriculum.

9. I tend to procrastinate.

10. I sometimes think my friends know me better than I know myself.

11. I often feel I am no good.

12. I think new things are usually better than the old.

13. I think work assignments should be done by committees rather than by individuals.

14. I often attend lectures that are not required as part of my job.

15. I get upset with changes in the established way of doing things.

16. I would have liked to have been an actor.

17. I try to solve problems as soon as they arise.

18. I often compare my work with other teachers.

19. I always play games to win.

20. I think of myself as an intellectual.

21. I am often self-conscious.

22. I think that group decisions are usually better than individual decisions.

23. I don't like change.

24. I like being the center of attention at a party.

25. I often compare my performance with professionals in my field.

26. I like a job in which competition is encouraged.

27. I often visit demonstration centers or other places where I can learn about new developments in education.

28. I do not think a teaching technique should be introduced in a public school until it has been well tested.

29. I often feel embarrassed if I have to do something different than the rest of the group.

30. I have a good deal of poise.

31. I am a very competitive person.

32. I think working with groups is more enjoyable than working alone.

33. I like to read journals containing articles about education.

34. I tend to put aside problems that are difficult to solve.

35. I do not like to be singled out in a crowd.

36. I feel my life often tends to be chaotic and disorganized.

37. I think a school must generally preserve its traditions, philosophy and social customs despite innovations that are introduced.

38. I like competitive persons.

39. I usually finish what I start.

40. I like to work alone.

PLEASE BE SURE TO FILL IN YOUR NAME AND THE DATE ON THE SEPARATE ANSWER SHEET.

CERLI RESEARCH QUESTIONNAIRE

Name____________________________ Date______________________

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree		Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1.	___	___	___	___	___	___	21.	___	___	___	___	___	___
2.	___	___	___	___	___	___	22.	___	___	___	___	___	___
3.	___	___	___	___	___	___	23.	___	___	___	___	___	___
4.	___	___	___	___	___	___	24.	___	___	___	___	___	___
5.	___	___	___	___	___	___	25.	___	___	___	___	___	___
6.	___	___	___	___	___	___	26.	___	___	___	___	___	___
7.	___	___	___	___	___	___	27.	___	___	___	___	___	___
8.	___	___	___	___	___	___	28.	___	___	___	___	___	___
9.	___	___	___	___	___	___	29.	___	___	___	___	___	___
10.	___	___	___	___	___	___	30.	___	___	___	___	___	___
11.	___	___	___	___	___	___	31.	___	___	___	___	___	___
12.	___	___	___	___	___	___	32.	___	___	___	___	___	___
13.	___	___	___	___	___	___	33.	___	___	___	___	___	___
14.	___	___	___	___	___	___	34.	___	___	___	___	___	___
15.	___	___	___	___	___	___	35.	___	___	___	___	___	___
16.	___	___	___	___	___	___	36.	___	___	___	___	___	___
17.	___	___	___	___	___	___	37.	___	___	___	___	___	___
18.	___	___	___	___	___	___	38.	___	___	___	___	___	___
19.	___	___	___	___	___	___	39.	___	___	___	___	___	___
20.	___	___	___	___	___	___	40.	___	___	___	___	___	___

Appendix C: Problem Solving Exercise

PROBLEM APPROACH EXERCISE

PROBLEM:

Assume that you are teaching in a high school where there has been a student power revolt. You have been given, by your principal, the responsibility of developing a program that is designed to effect better communications between the teacher and students.

Instructions:

As you think about and respond to questions I, II, and III, you will formulate and present your ideas about ways to approach, develop and implement such a program.

Please note: to prevent "bias" in the scoring of this exercise, SIGN YOUR NAME on the reverse side of page 4. Thank you.

Cooperative Educational Research Laboratory, Inc.
540 West Frontage Road (Box 815) Northfield, Illinois 60093

I. State four specific goals that you would set in developing this program.

Goal 1.____

Goal 2.____

Goal 3.____

Goal 4.____

II. List relevant sources that you would consult to obtain information or help.

III. What data would you collect to determine whether or not each of the goals (stated in your answer to question I) has been successfully reached?

Goal 1.____

Goal 2.____

Goal 3.____

Goal 4.____

Appendix D: Daily Evaluation Form

PARTICIPANT DAILY EVALUATION FORM

Date________________________

1. What program activities were most meaningful today?

2. What program activities were least meaningful today?

3. Brickbats:

4. Bouquets:

5. What changes would you suggest?

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Appendix E: Staff Evaluation Exercise and Summary Data

Staff Evaluation Exercise on the
CERLI Training Program for Specialist of
Continuing Education: Chicago

This form is designed to receive the staff's opinions, judgments, and suggestions about the Chicago training program.

1. What, in your opinion, was the main objective of this program?

Provide experience input to participants to enable them to function in the role of SCE.

To enable at least six participants to pass their second interview and gain the Board's approval to function in the role (cognitive and attitudinal--not necessarily skills).

To give the people the input needed to allow them to work with groups of people and to develop an attitude in them of rolling with the punches.

To train SCE for Chicago Title III Program with heavy emphasis on selection of 6 out of 20.

To train participants. To assist groups of educators in defining their needs and concerns and then to develop programs to help meet these needs.

ASSESSOR'S scheme for interpreting summary data in questions 2,3,4,5,6,7,8,9,11,13,15,17,19,21,23,25, 27,29,31,34,38,39,41,43,45,47,49:

Mean rating +1.60

2. How well did the program achieve this objective?
(Please check the appropriate box.)

+3	+2	+1	0	-1	-2	-3	+1.60
completely achieved			uncertain			completely not achieved	

3. How well do you think the program has enabled the participants to define their goals in operational terms?

-3	-2	-1	0	+1	+2	+3	+1.40
completely unable			uncertain			expertly able	

4. How well do you think the program has enabled the participants to select appropriate methods of collecting data for determining success in achieving their goals?

+3	+2	+1	0	-1	-2	-3	+1.00
expertly able			uncertain			completely unable	

5. How well do you think the program has enabled the participants to find appropriate resources for dealing with their problems?

-3	-2	-1	0	+1	+2	+3	+1.40
completely unable			uncertain			expertly able	

6. How well do you think the program has enabled the participants to conduct leader seminars with small groups of professionals?

+3	+2	+1	0	-1	-2	-3	+2.00
expertly able			uncertain			completely unable	

7. How well do you think the program has enabled the participants to understand and use confrontation techniques?

-3	-2	-1	0	+1	+2	+3	+1.00
completely unable			uncertain			expertly able	

8. How well do you think the program has enabled participants to design inservice leader seminars in a school?

+3	+2	+1	0	-1	-2	-3	+0.60
expertly able			uncertain			completely unable	

9. How satisfied were you with the morning seminars?

-3	-2	-1	0	+1	+2	+3	+1.60
completely dissatisfied			uncertain			completely satisfied	

10. (Answering this question is optional) Could these seminars have been planned and conducted more effectively?

Yes, staff rotation was a bust in the time available--caused breaks in continuity, consequent waste time. We should have planned and initiated the SCE rotation among groups which we never got off the ground.

Yes, if we had known the exact kinds of populations the SCEs would be working with following the training--then we could have incorporated this factor into the seminars.

11. How satisfied were you with the critiques of participants' role playing of the SCE?

+3	+2	+1	0	-1	-2	-3	
completely satisfied			uncertain			completely dissatisfied	+1.00

12. (Answering this question is optional) Could these seminars have been planned and conducted more effectively?

More time available--by the time we completed dealing with the participants I had all of 5-10 minutes left for the group to critique me--takes longer to overcome their inertia in dealing with "sacred staff".

13. How satisfied were you with the afternoon general input sessions?

-3	-2	-1	0	+1	+2	+3	
completely dissatisfied			uncertain			completely satisfied	+1.20

14. (Optional) Could these sessions have been made more effective?

Probably more follow-up discussions of activities--visitors etc. as a wrap-up.

Yes. By forcing the participants to spend their planning time on identification of actual input needs.

Yes---more input by SCE candidates.

15. How satisfied were you with the search area?

+3	+2	+1	0	-1	-2	-3	
completely satisfied			uncertain			completely dissatisfied	+0.80

16. (Optional) Could the search area have been made more effective?

More breakdown of materials. More time by staff member to obtain new materials and sources and information.

More input by participants.

Perhaps a tape set up could have been included for use of interaction training tapes, etc.

17. How satisfied were you with the Behavior Practice Group sessions at Green Lake?

-3	-2	-1	0	+1	+2	+3	
completely dissatisfied			uncertain			completely satisfied	+2.50

18. (Optional) How could these sessions have been made more effective?

We could have used four to six more hours to carry the process further. However, I was pleased with what we did accomplish.

19. How satisfied were you with the XICOM activities?

+3	+2	+1	0	-1	-2	-3	
completely satisfied			uncertain			completely dissatisfied	-2.00

20. (Optional) How could they have been improved?

Should have been introduced as a tool they could use--not to help train them.

Eliminated.

Less structured.

Could have been structured to meet needs of level of readiness of participants.

21. How satisfied were you with the facilities of Haven School?

-3	-2	-1	0	+1	+2	+3	
completely dissatisfied			uncertain			completely satisfied	+0.80

22. (Optional) How could they have been improved (realistically)?

The L--noise (another) school--another principal and engineer that did not snoop and get "up-tight" about"dirty letters."

Realistically they couldn't.

Telephone.

Phone would have helped.
Facility where longer hours could be held would have been of great help.

A setting where we didn't have a 3:00 PM deadline would have been an improvement.

23. How sufficient were the equipment and materials that CERLI provided?

+3	+2	+1	0	-1	-2	-3	
completely sufficient			uncertain			completely insufficient	+2.00

24. (Optional) How could they have been improved?

Handouts--typed before-hand, etc.

VTRs could have both been in operating condition. We could have had decent mikes for the VTRs.

25. How satisfied were you with the social activities during the program?

-3	-2	-1	0	+1	+2	+3	
completely dissatisfied			uncertain			completely satisfied	+0.20

26. (Optional) How could the social activities have been made more effective?

What? Any social activities would have been an improvement.

By having more of them and attempting more actively to attract the participants earlier in the program--it did catch on at Zion, but too late.

More time for all people to be involved.

The social activities we had seemed effective. There simply wasn't time or opportunity for socialization on the Haven days.

27. Generally, how would you rate the staff's administration of the program?

+3	+2	+1	0	-1	-2	-3	
extremely adequate, better than expected			uncertain			expremely inadequate, much less than expected	+1.40

28. (Optional) How could it have been improved?

Could have worked as a team. More communication.

We could have become gods and worked miracles.

Additional (4th) floating staff member.

We could have exchanged more information on work team activities as a total staff.

29. How satisfied were you with the testing activities of the program?

-3	-2	-1	0	+1	+2	+3	
completely dissatisfied			uncertain			completely satisfied	+2.00

30. (Optional) How could they have been improved?

Don't know--will depend on the results.

31. How satisfied were you during the program with the information presented to the participants regarding selection of the six leaders?

+3	+2	+1	0	-1	-2	-3	
completely satisfied			uncertain			completely dissatisfied	+0.60

32. (Optional) How could it have been improved?

At times rather confusing as only parts of information was given.

I'm not sure.

33. Please rate the program in the following categories:

Column I Content	Column II Amount of time allotted	Column III Effectiveness of presentation
1. much too advanced	1. much too long	1. maximally
2. moderately advanced	2. moderately long	2. moderately effective
3. slightly advanced	3. slightly long	3. slightly effective
4. about right	4. about right	4. mediocre
5. slightly simple	5. slightly short	5. slightly inept
6. moderately simple	6. moderately short	6. moderately inept
7. much too simple	7. much too short	7. maximally inept

(Please circle one number in each row and column.)

Topic	Column I	Column II	Column III
a. goal establishment methodology	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
b. data collection methodology	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
c. search resource concept	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
d. group processes	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
e. self-confrontation	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
f. operational design	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

Topic	Column I	Column II	Column III
a. goal establishment methodology	3.80	4.40	2.00
b. data collection methodology	4.50	5.60	3.20
c. search resource concept	4.80	6.00	3.80
d. group processes	4.20	4.80	1.80
e. self-confrontation	4.00	5.20	2.60
f. operational design	4.20	5.80	3.20
Grand mean:	4.25	5.30	2.77

34. Please rate your overall satisfaction with the coverage of the content of the program.

-3	-2	-1	0	+1	+2	+3	
extremely unsatisfactory, couldn't be worse			uncertain			extremely satisfactory, couldn't be better	+1.00

35. List the kinds of activities which should not have been included in the program.

Going home at night (both staff and participants).
Long coffee breaks and lunches.
Selecting a few of the total group to get jobs.

None.

XICOM activities--unless XICOM personnel were "loose" enough to let the participants use materials as they saw fit.

36. List the kinds of activities which were not but should have been included.

More time.

More socializing time.
More seminar time.

The use of more teachers, principals and students in the morning seminar activities.

There might have been more total group input on specific techniques such as brainstorming, role playing, force field, fishbowl, etc.

37. Has this program matched your expectations? (Please explain)

Needed more time.

For the time available and the working conditions--yes.

Time too short to do the total job.

Yes to a degree--more time could have been spent with the participants (i.e. 3:00 closing each day) and more direction (in terms of who SCEs will be working with) could have been given from Chicago administration.

38. Mark the box below at the point which best indicates the degree of your satisfaction with the program as a whole.

-3	-2	-1	0	+1	+2	+3	
very un-satisfactory			uncertain			very satisfactory	+2.00

39. How much exchange of information concepts--that is, cross-fertilization of ideas--do you believe took place among the participants of the program?

-3	-2	-1	0	+1	+2	+3	
minimum amount of exchange			uncertain			maximum amount of exchange	+2.00

40. Generally, how satisfied were you with information regarding this program provided by the staff (excluding CERLI staff) of Chicago Public Schools?

+3	+2	+1	0	-1	-2	-3	
completely satisfied			uncertain			completely dissatisfied	0.00

41. (Optional) How could it have been improved?

By describing the program in the original description that called for applications.

More information about where, when, and with whom SCEs would be working could have been given.

42. Generally how satisfied were you with the "fit" of the theories and concepts involved in CERLI'S SCE program to the needs cited by the Chicago Public Schools?

-3	-2	-1	0	+1	+2	+3	
completely dissatisfied			uncertain			completely satisfied	+1.60

43. How could the "fit" have been improved?

By a more thorough examination of the "problems" of the Chicago Public Schools.

Difficult to answer--will know more when the SCEs begin to function.

44. How close did the CERLI program actually "fit" the needs cited by the Chicago Public School system?

+3 +2 +1 0 -1 -2 -3

/ / / / / / / / +1.20

perfect fit	uncertain	absolutely no fit

45. How could the "fit" have been improved?

The CERLI program is flexible enough to "fit" the needs. The only way I see the "fit" being improved is through greater awareness of what the needs actually are in the Chicago Public School system.

46. How satisfied were you with the way the program was conducted in comparison with the way it was planned?

+3 +2 +1 0 -1 -2 -3

/ / / / / / / / +1.40

completely satisfied	uncertain	completely dissatisfied

47. About how many of the 20 participants do you believe would succeed as SCEs if given the opportunity to function? (See attached list of participants)

12

48. Estimate the degree to which this program satisfied, in general, the needs of the participants for inservice training.

-3 -2 -1 0 +1 +2 +3

/ / / / / / / / +2.20

completely dissatisfied	uncertain	completely satisfied

49. Please write a short summary of your own personal reactions to this program. Whether or not it was covered in the questions above, mention anything you wish.

The program seemed short--probably due to having to leave the school at three. This seemed to not create the closeness--however, I felt as though I was on the fringe of activities because of going home in Green Lake etc. I felt as though I was on the fringe area of the actions etc.

Disappointed in the amount of time we had available to spend with the participants both in scheduled activities and in social activities.
Noise in school was awful.
Thought the final selection smelled to high heaven.

I feel that more staff planning and participant planning time should have been a part of the program.
Time to plan for the needs of the participants.

I was somewhat surprised at the participant's initial willingness to deal with the "real" issues. It seemed that less time was spent on superficial issues with this particular group. As has been expressed many times, there was much frustration on the part of both participants and staff due to the large number of participants with leadership potential and the small number who would actually be able to function.

Appendix F: Participant Evaluation Exercise and Summary Data

Evaluation Exercise on the
CERLI Training Program for the
Specialist of Continuing Education: Chicago

This form is designed to receive your opinions, judgments, and suggestions about the training you have just completed. This is not a test. There are no right or wrong answers. We are not looking for unearned "brickbats" or "bouquets". We simply want to know your true reactions to your experiences during this program.

EVALUATION EXERCISE

L. What, in your opinion, was the main objective of this program?

To observe and become aware of group process; techniques to be used in group work; interaction between individuals and group.

To offer additional resources and techniques to teachers so that they could determine whether they had obtained goals set by them.

To acquaint us with the group process, goal-establishment and self-evaluation.

To show how group process operates and a self-assessment program.

To give some understanding of group dynamics, self-assessment, and goal establishment. Also sensitivity training and data systems.

Self-assessment--understanding and empathy with others.

To learn about group process and to learn some techniques to use in helping members of a group to achieve goals.

To build communication and sensitivity skills among 20 persons.

To increase awareness of self. To induce learning of group process. To develop skills and techniques dealing with groups, stating goals in operational terms, awareness of group process.

To show us some techniques in the group process and to familiarize us with confrontation situations.

To train people to understand group process and the concept of self-assessment as keys in setting up in-service training programs.

How to establish cohesive group work.

To teach a scientific approach to goal establishment and self-assessment.

Training people to function successfully as SCE's.

To train through the laboratory method SCE's in group dynamics, group process, and self-assessment techniques for the purpose of conducting seminars and meetings with principals and/or teachers.

To get individuals to assess their own attitudes and from this see how they react within a group using resources of self-assessment, group dynamics, interaction, etc.

Group dynamics--how groups function.

To train specialist to provide in-service experiences for teachers and administrators.

(Nearly all participants specifically mentioned one or more program concepts, e.g. group process, goal establishment, confrontation).

ASSESSOR'S scheme for interpreting summary data in questions 2,3,4,5,6,7,8,9,10,11,12,14,16,18, 20,22,24,26,28,30,32,34,36,38,42,43,44:

mean rating	+2.00
standard deviation	.91

2. How well did the program achieve this objective? (Please check the appropriate box.)

+3	+2	+1	0	-1	-2	-3	
completely achieved			uncertain			completely not achieved	+2.00 .91

3. How well do you think the program has enabled you to define your goals in operational terms?

+3	+2	+1	0	-1	-2	-3	
expertly able			uncertain			completely unable	+1.84 .99

4. How well do you think the program has enabled you to help other professionals define their goals in operational terms?

-3	-2	-1	0	+1	+2	+3	
completely unable			uncertain			expertly able	+1.79 1.00

5. How well do you think the program enabled you to select appropriate methods of collecting data for determining success in achieving your goals?

+3	+2	+1	0	-1	-2	-3	
expertly able			uncertain			completely unable	+1.89 .80

6. How well do you think the program has enabled you to help other professionals to select appropriate methods of collecting data for determining success in achieving their goals?

-3	-2	-1	0	+1	+2	+3	
completely unable			uncertain			expertly able	+1.68 .81

7. How well do you think the program has enabled you to find appropriate resources for dealing with your problems?

+3 +2 +1 0 -1 -2 -3

/ / / / / / / /

expertly able — uncertain — completely unable

+1.63
.98

8. How well do you think the program has enabled you to help other professionals find appropriate resources for dealing with their problems?

-3 -2 -1 0 +1 +2 +3

/ / / / / / / /

completely unable — uncertain — expertly able

+1.44
1.12

9. How well do you think the program has enabled you to conduct leader seminars with small groups of professionals?

+3 +2 +1 0 -1 -2 -3

/ / / / / / / /

expertly able — uncertain — completely unable

+1.37
1.42

10. How well do you think the program has enabled you to understand and use confrontation techniques?

-3 -2 -1 0 +1 +2 +3

/ / / / / / / /

completely unable — uncertain — expertly able

+1.74
1.17

11. How well do you think the program has enabled you to design inservice leader seminars in a school?

+3 +2 +1 0 -1 -2 -3

/ / / / / / / /

+1.47
1.23

12. How satisfied were you with the morning seminars?

-3 -2 -1 0 +1 +2 +3

/ / / / / / / /

completely dissatisfied — uncertain — completely satisfied

+1.95
1.04

13. (Answering this question is optional) Could these seminars have been planned and conducted more effectively?

Yes, we should have been taught the characteristics of an ideal seminar--then tried to attain that goal.

Yes, some of the seminars gave the appearance of "groping in the dark" so far as time and material to be covered was concerned.

Yes, of course, however they were well designed.

Yes.

CERLI staff flexible in meeting the needs of the group. Not certain as to the effectiveness of this design at present date. Seemed excellent to me.

Topics of some sessions seemed to be undecided.

Yes, if we didn't have a role play so much and we could have used real people in some of our seminars.

It was in these seminars that we, playing the role of SCE, had a chance to react "under fire"--keep the AM sessions.

I feel we should have had more live input.

Yes. Most of us had no idea of where we were going. A structured type of seminar at first would have been helpful.

I don't know--I thought they were very good.

No.

Not without destroying the concept of group decision.

I thought they were profitable as conducted.

No. Planning emerged from needs of group--as it should.

14. How satisfied were you with the critiques of your role-playing of the SCE?

+3	+2	+1	0	-1	-2	-3	+1.26
completely satisfied			uncertain			completely dissatisfied	1.55

15. (Optional) How could the critiques have been made more effective?

Did not serve as SCE. (2)

Before playing role of SCE we should have known more about program design.

If actual people could have been brought in from the population.

By letting us know sooner what the SCE role was to be.

More time to give them orally, or some questionnaire which could be filled out by group members.

More people go through the complete process to the end.

We sometimes never got to them, and because of this we missed some necessary evaluation.

More time.

16. How satisfied were you with the afternoon general input sessions?

-3 -2 -1 0 +1 +2 +3

/ / / / / / / / +0.67

completely dissatisfied — uncertain — completely satisfied 1.33

17. (Optional) Could these sessions have been made more effective?

With better organization of time and resources. (3)

Avoid duplication of thing previously learned. (2)

Move input at the beginning of the program.

Give more techniques.

Yes, some were irrelevant to the goals of the training program hence were a waste of time.

Yes, I think time should have been left after input to go back into small groups and discuss some.

Yes.

Could have been integrated with each other.

Only in the case of outside resource people. Things would have gone more smoothly had rules for their use been established at the outset.

Many sessions were spent trying to decide what to do with other sessions.

Yes, Russ could have given his explanation of the SCE role at the beginning of the program.

18. How satisfied were you with the search area?

+3 +2 +1 0 -1 -2 -3

/ / / / / / / / +2.00

completely satisfied — uncertain — completely dissatisfied 1.34

19. (Optional) Could the search area have been made more effective?

We could have used more time for search area work.

Better input by trainers and a better synopsis of each item contained in the search area.

Reading could have been more directed while still being voluntary.

If a recorder were available for listening at all times. (2)

Too much information to even begin to absorb.

I feel it is great--more input on Black folks, however.

No. (2)

20. How satisfied were you with the Behavior Practice Group sessions at Green Lake?

-3	-2	-1	0	+1	+2	+3	
completely dissatisfied			uncertain			completely satisfied	+2.21 .95

21. (Optional) How could these sessions have been made more effective?

If participants had some knowledge of sensitivity training.

Only if the groups had continued to meet in the ensuing four weeks.

More or longer breaks.

Be interchanging on Friday of that week to give all of us a chance to interact with the total membership.

Could have been more structured.

22. How satisfied were you with the XICOM activities?

+3	+2	+1	0	-1	-2	-3	
completely satisfied			uncertain			completely dissatisfied	-1.21 1.99

23. (Optional) How could they have been improved?

The input should have been slanted more to our needs. (3)

Introduce earlier in training program. (2)

Staying in New York. (2)

By not making it an all day input. (2)

Why not something about group process?

By offering a variety of materials.

More initial explanation as to purposes.

If the participants could have set up their own confrontation situations.

24. How satisfied were you with the facilities of Haven School?

-3	-2	-1	0	+1	+2	+3	
completely dissatisfied			uncertain			completely satisfied	+0.05 2.01

25. (Optional) How could they have been improved (realistically)?

Tear down the "L". Remove the gym.

By having a public telephone for usage.

Impossible.

A time bomb.

Report unfriendly attitude and behavior of policeman to his superiors.

Only a different location would have sufficed.

Heating system could have been better regulated.

More tables and chairs.

On a lower floor.

Not have the sessions there. It's a terrible place to learn anything. It should be condemned.

Not so much climbing of steps. Choose a place which is more suitable for the types of activities (more seclusion).

Find a newer type building.

26. How sufficient were the equipment and materials that CERLI provided?

+3	+2	+1	0	-1	-2	-3	
completely sufficient						completely insufficient	+2.63 .58

27. (Optional) How could they have been improved?

No change. (2)

Better mikes.

Prepare and distribute to participants a bibliography of all the material in the search area.

We could have used a Mark IV Projector and more instructions on operating the VTR.

28. How satisfied were you with the social activities during the program?

-3	-2	-1	0	+1	+2	+3	
completely dissatisfied			uncertain			completely satisfied	+2.63 .74

29. (Optional) How could the social activities have been made more effective?

More party time. (2)

A party the first night at Green Lake.

They did just what they were supposed to do.

30. Generally, how would you rate the staff's administration of the program?

+3	+2	+1	0	-1	-2	-3	
extremely adequate, better than expected			uncertain			extremely inadequate, much less than expected	+2.47 .76

31. (Optional) How could it have been improved?

More program design. More indication as to the characteristics of ideal seminar.

Greater initial explanation of SCE role would have helped.

More structured input, and more at the beginning of the program.

Better planning and coordination.

More informal, low key, off the record conversations.

32. How satisfied were you with the testing activities of the program?

-3	-2	-1	0	+1	+2	+3	
completely dissatisfied			uncertain			completely satisfied	+1.39 1.83

33. How could the testing activities of the program have been improved?

Never give a test after a heavy meal.

I don't like tests, but I can see their usefulness.

Not improved, but I question the need for so much test data.

Have the "evaluator" accompany the group through as many of its activities as possible so he can understand the groups' feelings at test time. This is a sincere suggestion!

Sharing test data. Use as learning devices rather than evaluation for a job.

Paul handled a difficult job quite well.

I wouldn't want them changed.

Why have tests if this is not a traditional program.

34. How satisfied were you during the program with the information presented to you regarding selection of the six leaders?

+3	+2	+1	0	-1	-2	-3	
completely satisfied			uncertain			completely dissatisfied	+0.17 2.34

35. (Optional) How could it have been improved?

All aspects related to selection could be made known to participants at the outset. (4)

Pick out six leaders from the beginning. Train them as SCEs. Enlarge the group with other personnel who are interested but who will not become SCEs.

Eliminate the competition among participants as to who will be chosen to become SCEs.

It's still ambiguous.

I thought that the timing was not good.

They should have been selected by interview. All of the participants are sharp and deserving.

Why not just take trainees at the end of the six weeks--have another bulletin so the folks could apply for the six jobs, if they wished--why kill a group?

36. About how much of what you learned in this program will you be able to use as an inservice leader?

-3	-2	-1	0	+1	+2	+3
none of it			uncertain			all of it

+2.26
1.02

37. Please rate the program in the following categories:

Column I Content	Column II Amount of time allotted	Column III Effectiveness of presentation
1. much too advanced	1. much too long	1. maximally effective
2. moderately advanced	2. moderately long	2. moderately effective
3. slightly advanced	3. slightly long	3. slightly effective
4. about right	4. about right	4. mediocre
5. slightly simple	5. slightly short	5. slightly inept
6. moderately simple	6. moderately short	6. moderately inept
7. much too simple	7. much too short	7. maximally inept

(Please circle one number in each row and column)

Topic	Column I	Column II	Column III
a. goal establishment methodology	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
b. data collection methodology	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
c. search resource concept	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
d. group processes	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
e. self-confrontation	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
f. operational design	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

"Mean" ratings:

Topic	Column I	Column II	Column III
a. goal establishment methodology	4.37/.51	4.37/.76	3.00/1.80
b. data collection methodology	4.26/1.22	5.00/1.41	4.16/1.80
c. search resource concept	4.37/1.38	5.05/1.54	4.11/1.45
d. group processes	4.37/.92	5.00/1.29	3.00/2.05
e. self-confrontation	4.21/1.28	4.74/1.47	3.37/1.73
f. operational design	4.20/1.32	5.47/1.74	4.00/1.76
"Mean of Means":	4.30	4.94	3.61

38. Please rate your overall satisfaction with the coverage of the content of the program.

-3	-2	-1	0	+1	+2	+3	
extremely unsatisfactory, couldn't be worse			uncertain			extremely satisfactory, couldn't be better	+1.42 1.14

39. List the kinds of activities which should not have been included in the program.

XICOM. (4)

None. (3)

Theoretically all were OK, but fell down in execution.

Input sessions with little follow-up or significance.

The open schedule.

Selection of the six persons.

The four days at Green Lake.

40. List the kinds of activities which were not but should have been included.

More explanations of goals and data collection activities. (2)

Role playing without outside participants.

As a purely individual preference, more input at all levels.

More trips.

More direction as to how to better use the AM seminars. Not a new activity, but a better method of executing the original.

Allot time to listen to tapes.

More techniques for the SCE to use after groupness was established.

More time in Behavioral Practice Group.

More informal conversations.

More input on Black folks.

More such presentations as given by Jo Ahn Brown.

41. Has this program matched your expectations? (Please explain.)

Yes. (2)

Yes--I feel I have grown by being a part of this program.

Yes--time too short because of restrictions placed by school regulations.

Yes--didn't know what to expect. Still don't.

Yes, it developed an awareness of self-assessment, what it means, and group processes.

Yes, I feel that I was going to get some input on the how's of inservice and I did.

Partly. I expected more definite help in program design; characteristics of groups; techniques for handling various kinds of groups in various situations.

Confused.

I didn't know what to expect.

Only in the BPGs. I don't feel qualified to do anything more than I did before the program began.

In covering content it did, but for lack of time my expectations on self-confrontation were not entirely met.

I felt that more time could have been used giving input.

Neutral. I sincerely did not know what to expect. I came in blank.

Somewhat--most of things I have done, but just didn't have the terminology for it--just made my beliefs stronger.

No, because I had no expectation or concept of what we were to do. The program was well designed and helpful.

No. I am not exactly what I expected, but I do believe that I should be better prepared to face hostile teachers and administrators--which I am not.

42. Mark the box below at the point which best indicates the degree of your satisfaction with the program as a whole.

-3	-2	-1	0	+1	+2	+3	+2.00
very unsatisfactory			uncertain			very satisfactory	.96

43. How much exchange of information concepts--that is, cross-fertilization of ideas--do you believe took place among the participants of the program?

-3	-2	-1	0	+1	+2	+3	+1.68
minimum amount of exchange			uncertain			maximum amount of exchange	.73

44. Think now of the balance achieved by the program in meeting your specific professional needs as compared to meeting the needs of the other participants in general. How would you judge the balance achieved by the program in meeting these different needs?

+3	+2	+1	0	-1	-2	-3	+1.53
balance was excellent couldn't have been better			uncertain			balance was poor--couldn't have been worse	.93

45. Please write a short summary of your own personal reactions to this program. Whether or not it was covered in the questions above, mention anything you wish.

There should have been more taught about total program design in the inservice training program.

I enjoyed the program and the people involved with it. However, I must say that at this point I am happy to see it end.

I personally am very happy to have been a part of this program. I was not an applicant, but was recommended to take part in this activity. I feel that I can utilize many of the techniques learned here and having learned much more about group dynamics and group process, have a greater understanding. This hopefully will enable me to be more effective in my position.

This program has made me realize the importance of self-assessment. Now I have new methods for attacking problems and methods for data collection which I needed. I think my work with groups will be greatly improved because the importance of non-verbal communication is now clearer. I expect to use method learned in this program to raise self-concepts, secure the trust of the group, and allow greater self-expression.

It was truly an exciting experience. I enjoyed it and felt it helped me clarify my own feeling.

My overall reaction is that the program was well designed and helpful. The skill of the staff, especially Kevin, in providing leadership of the type that encouraged leadership, and growth through discovery was outstanding.

I'm very happy with having been able to meet and work with such a wonderful group of people, (staff included), but regret that I didn't derive more from the program.

I expected to learn specific skills that I could employ, either as an SCE or as a teacher, but don't feel that I acquired anything new.

The great value of the program for me has been a greatly increased awareness of how others see me, and how best to interact with colleagues. If nothing else, I'll be saying a lot less from here on in.

Enjoyed the entire program. Would like to have had more time to talk with individual staff members for sharing and learning.

Disliked intensely the competitive element even though I recognized my inability to do anything to change it.

I feel a broadened view point on every day occurrences. Not only do I think this is good training for a future SCE but also for the average person to aid in self-fulfillment and enhance attitudes.

The program has relevance to my life--both personal and professional. I wish the program had not been diverted by the issue of selecting six people--from the concept of self-knowledge, confrontation and growth, but such is life! Had the selection of the six not been the issue, the whole program would not have come into being and I would have missed an opportunity to grow--at least a little! Thanks to the whole staff! Thanks especially to Kevin.

The program as conducted by CERLI staff was fine, however, I think the Haven school as headquarters was a very poor place to conduct this type of program. Because of the time element, too many things were left undone, too many questions left unanswered.

I found the program to be interesting, educational and instructive. I feel as if I have learned a lot and could, with some help, function in the role for which the program was designed.

The leaders were cooperative, kind and helpful.

I think that the resource people in many cases could have been put to better use. Much of the information or input was timed incorrectly. Thank you for the part you played in my life.

Was personally and professionally satisfying. Gained insight into myself through sharing perceptions in the group--has started me on a program of self-assessment. Discussions and conversations stimulated me to think and reflect more than I've done in a long time. Group support and togetherness was very meaningful. Individuals extended themselves to help me and I became more willing to extend and share myself. Last but not least--I enjoyed the fun and togetherness generated in our social gatherings. P.S. Have gained some friends.

I thought that it was an excellent program. I would recommend it for every teacher and principal in the United States. Not only did it help me professionally, but personally as well. It enabled me to get a good insight into myself. It has made me live more effectively with my family.

The program made me aware of group processes and dynamics and where I stand in relationship to the various groups of whom I am a part of in my personal and professional life.

It did a good deal for me in evaluating my own attitudes and how by understanding my own, I in many ways would also be able to understand the other person's attitudes and feelings.

I would have really enjoyed this group had that air of who was going to get the job been removed. I feel the operational design could have been better and in some way overcome this. I feel many folks were showing off to impress the staff and others. I am sorry you folks could not have seen this in the beginning. Of course, the important thing is to learn from experience--however, must you use people?

I am disappointed, this could be my own "hang-up". Perhaps I expected too much and maybe did not put enough into it.

EVALUATORS' NOTE: *Thank you for your exemplary cooperation and the many hours you have spent in completing the pre and post battery of instruments. By providing this data, you have made a valuable contribution to this developmental program.*

Appendix G: Comparison of Staff and Participants' Evaluation of Program

+3	+2	+1	0	-1	-2	-3
expertly able			uncertain			completely unable

			Mean Ratings
1.	P*	How well do you think the program has enabled you to define your goals in operational terms?	+1.84
	S**	How well do you think the program has enabled the participants to define their goals in operational terms?	+1.40
2.	P	How well do you think the program has enabled you to select appropriate methods of collecting data for determining success in achieving your goals?	+1.89
	S	How well do you think the program has enabled the participants to select appropriate methods of collecting data for determining success in achieving their goals?	+1.00
3.	P	How well do you think the program has enabled you to find appropriate resources for dealing with your problems?	+1.63
	S	How well do you think the program has enabled the participants to find appropriate resources for dealing with their problems?	+1.40
4.	P	How well do you think the program has enabled you to conduct leader seminars with small groups of professionals?	+1.37
	S	How well do you think the program has enabled the participants to conduct leader seminars with small groups of professionals?	+2.00

* P=Participants
** S=Staff

			Mean Ratings
5.	P	How well do you think the program has enabled you to understand and use confrontation techniques?	+1.74
	S	How well do you think the program has enabled the participants to understand and use confrontation techniques?	+1.00
6.	P	How well do you think the program has enabled you to design inservice leader seminars in a school?	+1.47
	S	How well do you think the program has enabled participants to design inservice leader seminars in a school?	+ .60
7.	P	How satisfied were you with the morning seminars?	+1.95
	S	How satisfied were you with the morning seminars?	+1.60
8.	P	How satisfied were you with the critiques of your role-playing of the SCE?	+1.26
	S	How satisfied were you with the critiques of participants' role-playing of the SCE?	+1.00
9.	P	How satisfied were you with the afternoon general input sessions?	+ .67
	S	How satisfied were you with the afternoon general input sessions?	+1.20
10.	P	How satisfied were you with the search area?	+2.00
	S	How satisfied were you with the search area?	+ .80
11.	P	How satisfied were you with the Behavior Practice Group sessions at Green Lake?	+2.21
	S	How satisfied were you with the Behavior Practice Group sessions at Green Lake?	+2.50
12.	P	How satisfied were you with the XICOM activities?	-1.21
	S	How satisfied were you with the XICOM activities?	-2.00
13.	P	How satisfied were you with the facilities of Haven School?	+ .05
	S	How satisfied were you with the facilities of Haven School?	+ .80

			Mean Ratings
14.	P	How sufficient were the equipment and materials that CERLI provided?	+2.63
	S	How sufficient were the equipment and materials that CERLI provided?	+2.00
15.	P	How satisfied were you with the social activities during the program?	+2.63
	S	How satisfied were you with the social activities during the program?	+ .20
16.	P	Generally, how would you rate the staff's administration of the program?	+2.47
	S	Generally, how would you rate the staff's administration of the program?	+1.40
17.	P	How satisfied were you with the testing activities of the program?	+1.39
	S	How satisfied were you with the testing activities of the program?	+2.00
18.	P	How satisfied were you during the program with the information presented to you regarding selection of the six leaders?	+ .17
	S	How satisfied were you during the program with the information presented to the participants regarding selection of the six leaders?	+ .60

19. Please rate the Program in the following Categories:

Column I Content	Column II Amount of time allotted	Column III Effectiveness of presentation
1. much too advanced	1. much too long	1. maximally
2. moderately advanced	2. moderately long	2. moderately effective
3. slightly advanced	3. slightly long	3. slightly effective
4. about right	4. about right	4. mediocre
5. slightly simple	5. slightly short	5. slightly inept
6. moderately simple	6. moderately short	6. moderately inept
7. much too simple	7. much too short	7. maximally inept

(Please circle one number in each row and column.)

Topic	Column I		Column II		Column III	
	S Mean	P Mean	S Mean	P Mean	S Mean	P Mean
a. goal establishment methodology	3.80	4.37	4.40	4.37	2.00	3.00
b. data collection methodology	4.50	4.26	5.60	5.00	3.20	4.16
c. search resource concept	4.80	4.37	6.00	5.05	3.80	4.11
d. group processes	4.20	4.37	4.80	5.00	1.80	3.00
e. self-confrontation	4.00	4.21	5.20	4.74	2.60	3.37
f. operational design	4.20	4.20	5.80	5.47	3.20	4.00
GRAND MEAN	4.25	4.30	5.30	4.94	2.77	3.61

			Mean Ratings
20.	P	Please rate your overall satisfaction with the coverage of the content of the program.	+1.42
	S	Please rate your overall satisfaction with the	+1.00

			Mean Ratings
21.	P	How much exchange of information concepts -- that is, cross-fertilization of ideas -- do you believe took place among the participants of the program?	+1.68
	S	How much exchange of information concepts -- that is, cross-fertilization of ideas -- do you believe took place among the participants of the program?	+2.00